



Walla Walla Community College

NURSING STUDENT HANDBOOK

2023-24



We humbly acknowledge:

The many nurses who have come before us and to those after us,
Who have served and will serve on the front lines of battling disease,
with humility, compassion, and love.

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INTRODUCTION

Purpose of the Student Handbook

The purpose of this handbook is to acquaint students with the program structure, the resources available and the program policies that will help guide students during their nursing education. Every effort is made to ensure accuracy at the time of printing; however, the Walla Walla Community College Nursing Program reserves the right to change any provision or requirement at any time.

Diversity & Inclusion Statement

WWCC strives to promote diversity, equity, and inclusion, not only because diversity fuels excellence and innovation, but because we want to pursue justice. Each of us is responsible for creating a safer, more inclusive environment. Here are some ways to help create a learning environment that supports a diversity of thoughts, encourages sharing perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.):

- If you use a name and/or pronouns that differ from those that appear in your official records, please let the faculty know.
- If you feel that your learning is being impacted by your experiences outside of class, please reach out or talk with the faculty. We want to be a resource for you.
- You will be challenged in class, clinicals and labs to think about an array of topics including issues surrounding racism, homophobia, ageism, ableism, transphobia to name a few. You may feel uncomfortable when confronting your own biases.
- Learning includes engaging with diverse perspectives and identities. If something in class makes you feel uncomfortable, please talk to faculty or Dean about it- or reach out to the Office of Equity, Diversity & Inclusion.

Unfortunately, incidents of bias or discrimination may occur, whether intentional or unintentional, and they can contribute to creating an unwelcoming environment. If you experience or observe unfair or hostile treatment based on identity, we encourage you to speak out for justice and support. To report an incident or access support and resources, contact the office of Equity, Diversity & Inclusion, equity@wwcc.edu , 509-730-6196.

Accommodations for Students with Disabilities

WWCC complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 as amended in 2008. Information regarding student accommodations may be obtained by contacting (Walla Walla) Kristen Duede, Coordinator of Disability Support Services, kristen.duede@wwcc.edu , 509-223-2099; or (Clarkston) Heather Markwalter, heather.markwalter@wwcc.edu , 509-758-1721. The Section 504 Coordinator is responsible for monitoring and implementing the colleges compliance with state and federal laws prohibiting disability discrimination. Brooke Marshall, Vice President of Human Resources, brooke.marshall@wwcc.edu , 509-527-4412, serves as the Section 504 Coordinator.

Counseling Services

WWCC Counseling Services offers a range of mental health services, from individual and group support to referrals and resource connection. Services are free and confidential for all enrolled students. We are here to help you navigate personal, social, educational, and mental health concerns that impact your success at WWCC. You can make a counseling appointment at: <https://bit.ly/WWCCounselingServices> . Counselors can meet in-person, by phone or via Zoom (must be in WA state during appointment).

Equal Opportunity Statement

Walla Walla Community College District #20 (WWCC) is committed to providing equal opportunity and nondiscrimination for all educational and employment applicants as well as for its students and employed staff, without regard to race, color, creed, national origin, sex, sexual orientation, including gender expression/identity, genetic information, marital status, age (over 40), the presence of any sensory, mental, or physical disability, the use of trained guide dog or service animal by a person with a disability, or status as a Vietnam and/or disabled veteran, National Guard member or reservist in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and any other applicable Federal and Washington State laws against discrimination. Brooke Marshall, Vice President of Human Resources, brooke.marshall@wwcc.edu, 509-527-4412, has Affirmative Action/Equal Opportunity, Title IX, and Section 504 compliance responsibility. The College's TTY number is also 509-527-4412.

Reasonable Accommodations for Religion/Conscience

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not affected. Such requests must be made to the instructor within the first two weeks each quarter. For additional information, please see the college's Student Rights and Responsibilities.

Warrior Resources Food Pantry Assistance

The Warrior Resources Food Pantry is FREE and available to all registered students attending WWCC. We understand the need for food and other resources on a temporary basis and also offer connections to longer-term resources available on campus and through the community. The food pantry is located in Building D, room 245. Please bring your student ID card to access these resources. For more information, reach out to Food Pantry Coordinator Rebecca Tibbetts, rebecca.tibbetts@wwcc.edu, 509-730-5321.

Notice of Jeanne Clery Act required Annual Security Report

Walla Walla Community Colleges posts an [Annual Security Report](#) online. A paper copy of the report may also be obtained free of charge by visiting the Campus Security and Environmental Health and Safety office during normal business hours. The report contains policies and procedures related to campus safety and security, three years of crime statistics and other additional safety information.

Tobacco Free Campus Policy

WWCC has adopted a 100% Tobacco Free Campus policy in Walla Walla and Clarkston campuses, effective September 1, 2015. [WWCC Tobacco Free Campus Policy](#)

WWCC Nursing Program Technical Standards

The Nursing Program at WWCC prepares the graduate to function as a generalist nurse to meet the needs of a diverse population. To progress and graduate from the Nursing Program, nursing

students must meet knowledge and skills competencies in the areas of Nursing Judgment, Patient Centered Care, Teamwork and Collaboration, Informatics and Technology, Quality Improvement, and Professionalism.

This statement of Technical Standards identifies the functional abilities that the faculty have determined to be necessary in the provision of safe, effective, professional nursing care. The Technical Standards are reflected in the [WWCC Nursing Student Learning Outcomes](#) and in the [WWCC Nursing Program Mission Statement](#) that are available for reference on the WWCC Website. If there are questions about any section of these Technical Standards, please contact Dr. Benjamin Schultze, Dean of Nursing and Allied Health, 509-527-4240 or benjamin.schultze@wwcc.edu.

Students with disabilities who have questions about or who may require reasonable accommodations in meeting the Nursing Program Technical Standards should contact [WWCC Disability Support Services](#). The nursing student must be able to meet the following Technical Standards independently, with or without reasonable accommodation.

Assessment and Observational Ability

Nursing students must be able to:

- Collect, use, and interpret information from physical assessments which includes, but is not limited to the following:
 - detect changes in skin color or condition.
 - discriminate between abnormal and normal color of body fluids or exudates.
 - use diagnostic and assessment tools such as, but not limited to, blood pressure cuff, stethoscope, bladder scanner, automated vital signs monitor, and reflex hammer.
 - other modes of patient assessment in the context of laboratory studies, medication administration, radiologic studies, and other patient care activities
- Detect, interpret, and communicate sounds related to bodily functions which includes, but is not limited to, the following:
 - detect audible alarms with the frequency and volume ranges of the sounds generated by mechanical systems that monitor bodily functions.
- Detect a fire in a patient care area.
- Draw up the correct quantity of medication into a syringe.
- Read fine print such as medication and equipment labeling.
- Detect odors such as foul-smelling bodily fluids, spoiled foods, or smoke from burning materials.
- Detect changes in skin temperature and detect unsafe temperature levels in heat producing devices used in patient care.
- Detect anatomical abnormalities (changes in skin from air accumulation, masses, or fluid accumulations), palpate pulses and percuss/palpate other body areas.

Communication Ability

Nursing students must be able to:

- Comprehend, communicate, and document information in the English language.
- Communicate accurately and effectively with:
 - patients, significant others and spouses, other family members

- healthcare workers, and other professionals in healthcare settings
- instructors, supervisors, classmates, and various health or educational team members in both clinical and classroom settings
- Elicit, receive, and accurately interpret information from others:
 - collect, document, and convey relevant information to others.
 - learn, understand, and use healthcare terminology.
 - comprehend and follow directions and instructions.
 - accurately record patient medical information, write, and manage patients' plans of care, maintain reports
- Present information in a professional, logical, and organized manner
- Provide patient education and instructions to effectively care for patients or clients and their families.

Motor Abilities

Nursing students must be able to:

- Perform physical assessments and diagnostic/therapeutic maneuvers necessary and required in the curriculum and of a future Registered Nurse
- Perform patient care activities, including, but not limited to:
 - insertion of urinary catheters
 - insertion of nasogastric tubes
 - insertion of intravenous catheters
 - hanging of blood products/other intravenous infusions
 - transferring of patients in and out of bed
 - ambulation of patients
 - turning and positioning of patients
 - moving equipment to various heights
 - recording the volumes in body fluid collection devices hung above or below bed level.
 - disposing of needles in sharps containers
 - accurately placing and maintaining position of stethoscope for detecting sounds of bodily functions
 - manipulating small equipment and containers, such as syringes, needles, vials, ampules, and medication packages
- Respond to emergency patient care situations in a timely manner and provide emergency care, including cardio-pulmonary resuscitation.
- Possess the physical endurance necessary for extended periods of activity that are required for safe performance in clinical and classroom settings.
- Demonstrate the ability to comply with all safety standards in all clinical settings, including, but not limited to, infectious control precautions (universal, contact, airborne) and use of emergency equipment (crash cart, fire extinguisher, evacuation chairs).
- Capable of moving within and among clinical environments without compromising the safety of others

Cognitive, Conceptual, and Quantitative Abilities

Nursing students must have the capacity to:

- Develop and refine critical thinking, decision making and problem-solving skills that are crucial for safe and effective nursing practice using, but not limited to, the following processes:

- capability to measure, quantify, calculate, question, analyze, conceptualize, reason, integrate, and synthesize information in order to make timely decisions reflecting sound clinical judgment, and to determine appropriate clinical decision making.
- interpret the clinical indications of evidence based research.
- learn from other individuals.
- comprehend, integrate, and apply new information.
- make sound clinical decisions.

Behavioral and Social Attributes

Nursing students must be able to:

- Communicate effectively, respectfully, and with cultural humility, with all individuals whom they encounter.
- Demonstrate behaviors associated with compassion, respect, concern for others, integrity, ethical comportment, sound clinical judgment, and accountability for their responsibilities and actions.
- Accept the supervision of an instructor and/or preceptor.
- Accept constructive criticism or feedback.
- Modify behavior based on feedback.
- Adapt quickly to rapidly changing situations/environments, to uncertain circumstances and to withstand human trauma and its effects.
- Correctly judge when assistance is required and seek appropriate assistance in a timely manner, exercise good judgment
- Function cooperatively and efficiently with others

Professional, Legal, and Ethical Conduct

The WWCC Nursing Program has the Core Values of Respect, Excellence, Integrity, Accountability, Caring, and Stewardship. Student nurses are expected to exhibit professional behavior, personal accountability, compassion, integrity, concern for others, and care for all individuals in a respectful and effective manner regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Individuals whose performance is impaired by abuse of alcohol or other substances are not suitable for progression in or graduation from the Nursing Program.

Student nurses must be able to:

- Function within the legal and ethical principles of the professional standards of practice
- Display behaviors that conform to the ethical role of a Registered Nurse in all interactions with patients, faculty, staff, students, and the public.
- Meet guidelines established by healthcare organizations where they will be engaged in clinical experiences.

Greeting from the Dean of Nursing and Allied Health

August 2023

Dear Students:

I enter my second year as your dean with profound excitement about the awesome future of not only this program, but nursing as a profession in general. We are coming out of some very tough pandemic years where many nurses and physicians left the field or died after contracting the virus. As we move forward, the lessons from COVID will remain with us. Many of these lessons will influence your time and learning while here at WWCC.

The profession of nursing is demanding and as such, the content of this program is demanding. We have a high and necessary bar for you to pass and enter the field as our colleagues. Each of your faculty members has practiced as nurses and nurse practitioners and they have a firm foundation in the knowledge of what is needed to be successful. It is with this spirit that the nursing curriculum is designed. It's hard not because we make it that way, it is hard because the demands on the nurse are great and there is a tremendous amount to learn and grasp while in the program. You are here because we believe you should be here. More importantly, we believe that you can and will be successful.

The program disavows stagnation and seeks to continuously improve. Whether it is obtaining new equipment through grants or listening to our community members, the faculty, staff, and your dean are dedicated to being on the forefront of nursing education. Though none of us are perfect, this program is delivered with good intention and dedication to developing you into nurses.

I too am here to support you as a student as well as the faculty. You'll see me around. Know, I'm always willing to have a conversation. I look forward to getting to know you. To those I already know, I look forward to getting to know you better. May your time here at WWCC be a positive experience. You are the future of nursing.

Respectfully,

Benjamin Schultze (e-signature)

Dr. Benjamin Schultze, PhD, MSN, M.Ed, ACNP-BC, CHSE
Dean of Nursing and Allied Health
Acute Care Nurse Practitioner

Brief History of the WWCC Nursing Program

The Practical Nurse (PN) Program began in 1958 and was offered through Walla Walla School District 140. Ms. C. Thomas served as director/teacher that first year. Ms. Lucille Kelly (1961) succeeded Ms. Ella Mae Taylor, who served as the program director from 1959-1961.

In 1969, under the leadership of Ms. Kelly, an Associate Degree in Nursing (ADN) was offered through Walla Walla Community College for the first time. The PN to ADN concept of progression was begun in 1971. The LEGS (Learning Experience Guides for Nursing Students) curriculum was adopted in the fall of 1973 and utilized through June of 1990.

The program was originally accredited by the National League for Nursing in 1974 (now known as the Accreditation Commission for Education in Nursing) and has maintained this accreditation to the present time. In 2017, the program received an eight (8) year continuing accreditation approval from the Accreditation Commission for Education in Nursing (ACEN) and the Washington State Nursing Care Quality Assurance Commission.

Throughout the ensuing years, directors Pat Minnich (1980-1983), Marybelle Savage (1983-1986), Hulda Dierk (1986-1994), Marilyn Galusha (1994-2012), and Kathy Adamski (2012-2022) provided continued leadership of the program. Dr. Benjamin Schultze is the current Dean of Nursing and Allied Health.

Originally, the classes were conducted in the old army barracks near the Walla Walla Airport. In 1967 classes were moved to the old Walla Walla High School building on Park Street. In 1974, Walla Walla Community College moved to its present location.

The Associate Degree Nursing (ADN) Program offered through the WWCC Clarkston Campus began as a PN Program in 1958 under the direction of the Clarkston School District. Classes were conducted in various community buildings and the Whittier Building located at 13th and Chestnut. The program became part of WWCC in 1971.

Prior to 1983, Clarkston students wishing to become registered nurses moved to Walla Walla or transferred to another school to complete the required academic and ADN nursing courses. In 1983, the Clarkston campus began to offer academic classes necessary for first-year students continuing on to ADN. Second-year ADN nursing courses continued to be offered on the Walla Walla campus. During the 1987/1988 school year, the ADN program was added to the already existing PN program at the Clarkston campus.

In Fall, 2007, the nursing faculty and students at both Walla Walla and Clarkston campuses moved into new facilities. These Health Science facilities contain advanced technology for the purpose of creating a new learning environment with a focus on simulation. The classrooms are equipped to deliver interactive television capabilities which connect the two campuses. Increased space for growth in student numbers is a primary need as the national and state nursing shortage continues to grow.

Well over 2,000 students have graduated from the Walla Walla Community College Nursing Program with many progressing to advanced degrees. In response to a nationwide initiative that encourages nurses to further their education by obtaining a Bachelor of Science in Nursing (BSN) degree, the WWCC Nursing Program added the Associate in Nursing Direct Transfer Agreement/Major Related Pathway (DTA/MRP) degree in Fall, 2015. This transfer degree allows the WWCC nursing graduate to transfer to a RN to BSN program in Washington State with only 1 year remaining for that degree.

American Nurses Association (ANA) Code of Ethics

Copyright 2015, American Nurses Association, used with permission, [ANA Code of Ethics, 2015](#)

The WWCC Nursing Program abides by the following Code of Ethics:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to the others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

PROGRAM OF LEARNING

Accreditation

The Associate Degree Nursing Program at WWCC is approved by the Washington State Board of Nursing: 310 Israel Rd., Tumwater, WA 98501, phone (360) 236-4700. The Associate Degree Nursing Program is also accredited by the Accreditation Commission for Education in Nursing-ACEN (formerly called the National League for Nursing Accrediting Commission- NLNAC): 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326. Phone (404) 975-5000 [Accreditation Commission for Education in Nursing \(ACEN\)](#).

Degrees Offered

Associate in Nursing DTA/MRP (Direct Transfer Agreement/Major Related Program) Degree

Graduates who complete the Associate in Nursing DTA/MRP degree are eligible to take the National Council Licensure Examination-Registered Nurse (NCLEX-RN) exam to become licensed as a Registered Nurse. Passing the NCLEX-RN exam and completion of this transfer degree provide the general education and nursing courses for direct transfer with only one additional year of study to complete the Bachelor of Science in Nursing (BSN) degree at four-year institutions in Washington state. While the agreements with baccalaureate institutions assure the transfer of credit, the admission to a particular university program is not assured. Each institution has separate admission criteria which can be based on grades and other considerations.

Practical Nursing “Opt-Out” Option

(Please note: Practical Nursing “Opt-Out” option is not an ACEN accredited Practical Nurse Program).

The Practical Nurse 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 four quarters of ADN courses and associated degree requirement courses (through fall quarter, second-year nursing) and an additional 2-credit Practical Nurse Professional and Vocational Relationships (PVR) course are eligible to take the National Council Licensure Examination for Practical Nursing (NCLEX-PN). If successful, they can be licensed as practical nurses (LPN).

While WWCC Nursing Program graduates have a very high pass rate on both the NCLEX-RN and NCLEX-PN exams, completion of the nursing program does not guarantee that the graduate will pass these licensing exams.

Nursing Program Outcomes

Updated Program Outcome data was not available at the time of publishing this Nursing Student Handbook. Updated Program Outcome information will be published on the WWCC Nursing homepage (<https://dept.wwcc.edu/nursing/>) when available.

1. The program's most recent annual pass rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) will be at least 80% for all first-time test-takers during the same 12-month period.

WWCC NCLEX-RN Pass Rate for January 1-December 31st, 2022:

All graduates: 84/93 (90%)

Walla Walla campus: 45/49 (92%)

Clarkston campus: 39/44 (89%)

2. Seventy percent (70%) or more of students will earn an associate level degree in nursing within two years (six quarters) of enrollment in the first nursing course

WWCC 2-year completion rate (cohort entering Fall, 2019):

All graduates: 63%*

Walla Walla campus: 66%*

Clarkston Campus: 60%*

*These completion rates were affected by the COVID-19 pandemic and were approximately 10% lower than the usual on-time completion rate.

3. Ninety percent (90%) of the nursing graduates who responded to the Nursing Graduate Survey will report being employed in nursing 6-12 months after graduation.

WWCC Graduate Employment in Nursing (June, 2020, graduates):

All graduates: 100%

Walla Walla campus: 100%

Clarkston Campus: 100%

4. Forty percent (40%) of the nursing graduates who responded to the Nursing Graduate Survey will report being admitted to or having completed a Bachelor of Science in Nursing (BSN) degree at 6-12 months after graduation.

WWCC Graduates in BSN Education (June, 2020, graduates):

All graduates: 64%

Walla Walla campus: 54%

Clarkston Campus: 76%

5. Ninety percent (90%) of the nursing graduates who responded to the Nursing Graduate Survey will rate their overall nursing program satisfaction at ≥ 3 on a 1-4 point scale. (4 = Highly satisfied, 3 = Satisfied, 2 = Dissatisfied, 1 = Highly dissatisfied)

WWCC Graduate Program Satisfaction (June, 2020, graduates):

All graduates: 96%

Walla Walla campus: 96%

Clarkston Campus: 95%

6. Eighty percent (80%) of the employers of nursing program graduates who responded to the Employer Survey will rate the Overall Job Preparation of graduates ≥ 3 on a 1-4 point scale. (4 = Excellent, 3 = Good, 2 = Fair, 1 = Poor)

WWCC Employer Rating Overall Job Preparation (June, 2020, graduates):

All graduates: 100%

Walla Walla campus: 100%

Clarkston Campus: 100%

Vision, Mission, Philosophy, and Values of the WWCC Nursing Program

Nursing Program Vision

The Nursing Education program will ennoble the lives of our students and the profession of nursing in the communities we serve.

Nursing Program Mission

It is the mission of the Nursing Education program to:

1. Transform the lives of nursing students to fulfill the increasingly complex role of entry-level professional nurses in the provision of safe, compassionate, culturally-sensitive, evidence-based, ethically-grounded, and client-centered care;
2. Promote the well-being of a diverse patient population in the evolving healthcare environments of the communities we serve;
3. Facilitate academic progression of our students to the baccalaureate level and beyond to meet the healthcare needs of our communities, state, and nation.

This mission is accomplished in our nursing students, patient populations, and nursing profession by:

1. Providing a supportive, engaging, and progressive learning environment which fosters:
 - a. professional integrity, leadership, a spirit of inquiry and scholarship, collaborative practice, and a commitment to community service
 - b. development into the culture and profession of nursing through adoption of its values, standards, and codes of conduct, and by positive role-modeling of professional behaviors;
2. Preparing well-qualified graduates to meet the needs of a diverse patient population;
3. Collaborating with our community and educational partners.

Nursing Program Core Values

Respect: We believe in the inherent dignity and worth of all human beings and strive to demonstrate mutual respect, courtesy, and consideration in all our interpersonal dealings. We embrace diversity and strive to conduct our program with equity for all. We value collaboration among colleagues and community partners, recognizing the unique contributions of each member.

Excellence: We believe that excellence in nursing means never accepting mediocrity but always striving to do one's best in all nursing roles and deliver the highest level of quality care, first as students and then as nursing professionals. The ultimate responsibility for the development of this superior distinction is owned by the student; however, faculty inspire and cultivate the student's desire to excel by modeling intellectual rigor, a spirit of inquiry, and a commitment to the profession of nursing. The potential for exceptional performance is achieved in a friendly learning environment where diverse learning opportunities, creativity, and innovation – founded on evidenced-based teaching practices – encourage student engagement.

Integrity: We believe that integrity is the wholeness of an individual's character, manifested as consistency between thoughts, beliefs, words and actions. It reflects the universal standards of

honesty, fairness, accountability, moral courage, and professional ethics. As nurses and nurse educators, we choose to do the right thing because it is right, even when it is challenging.

Accountability: We believe that we have a duty and an obligation to:

1. maintain and advance professional competence
2. adhere to state nurse practice acts, regulations, standards of practice and ANA's Code of Ethics for Nurses with Interpretive Statements
3. assure quality nursing educational experiences
4. prepare nursing students to be safe and effective nurses
5. foster a sense of responsibility and accountability for the student's own learning and nursing practice
6. acknowledge when you do not know the answer or have made a mistake

In light of these duties and obligations, as nurses and nurse educators we are answerable to others for our judgments, actions, and results.

Caring: We believe that caring is genuine concern for the health and well-being of another; it embodies a spirit of compassion which moves us to respond to the concerns and needs of those in the communities we serve. It compels us to promote, protect, and advocate for the rights and well-being of others. As caring nurses and nurse educators, we have the privilege of entering into another's life and making a difference.

Stewardship: We value and advocate for the careful and responsible management of fiscal, physical, and learning resources that:

1. promote student success,
2. maintain the well-being of faculty,
3. nurture the development of new nurse educators,
4. accomplish program outcomes,
5. maintain program accreditation,
6. promote the standards of the profession of nursing

We demonstrate stewardship of self by creating a balance between self and professional fulfillment.

Professionalism: We believe that professionalism is a combination of traits, skills, behavior and good judgment. Professionalism includes respect, competence, confidence, accountability, integrity, and etiquette. Students are expected to always maintain and uphold a strong work ethic and decorum whether in class, lab, or a clinical agency. Professionalism embraces the face that we demonstrate to the world while working and in school. It is the face that is present when we are stressed. Nurses by nature work in highly dynamic and stressful environments. Learning how to maintain professional composure is necessary while in school.

Nursing Program Philosophy

The program of Nursing Education at Walla Walla Community College embraces the vision, mission, core themes and institutional values of Walla Walla Community College and has aligned its vision, mission, core values and philosophy statement to be consistent with that of the College.

Humans are spiritual, mental, emotional, physical and social beings. Human beings, possessing free will and capable of growth, have the right to actively participate in the processes that affect their health and well-being.

Environment: The environment is an intricate network of internal and external factors that impact the health of individuals, families and communities. Internal and external factors include, but are not limited to the following:

1. An individual's cognitive development, beliefs, relationships and worldview
2. A society's unique and diverse cultural, ethnic, experiential and socioeconomic background
3. Social, political, and economic systems which impact available resources
4. Healthcare providers' experience and level of knowledge and skill

Health: Health is a dynamic state, ranging from optimal well-being to disease and death. At all points on this continuum, human beings utilize internal and external resources to attain the best possible health, create meaningful experiences, and meet life goals.

Nursing: Nursing is a dynamic profession that provides an essential service to society through its dual components of caring and science. Caring, the heart of the "humane calling" of nursing, embraces spirituality, healing, empathy, human diversity, mutual respect, and compassion. It incorporates communication that demonstrates respect, deep listening, authenticity, and trust. This, in turn, promotes health and healing and builds relationships between nurses and patients. Through the caring perspective, nursing may be viewed as a delicate balance of promoting patients' independence and providing assistance during times of dependence.

As a scientific practice discipline, nursing requires the systematic application of knowledge from nursing and related disciplines, a synthesis of critical thinking skills and evidence-based practice, and technological expertise to design, deliver, coordinate, and manage the care for complex individuals, families, groups, communities, and populations in a multicultural and global society. The nursing process, which forms the foundation for clinical decision making, includes the components of assessment, diagnosis, outcomes identification, planning, implementation, and evaluation.

Nurses are witnesses to life's most profound events, especially when people are at their most vulnerable. As such, nurses serve as patient advocates. Through attentiveness to the dignity, value, and culture of their patients (individuals, families, communities, and larger societies), nurses provide direct and indirect patient-centered care throughout the lifespan in a variety of healthcare settings. Patient-centered care occurs within a framework of collaboration between patients and other healthcare professionals to promote optimal health, wellness and agreed-upon outcomes. The nurse fulfills functions of nursing, such as health promotion, health teaching, and health counseling, and uses appropriate resources to plan, manage and provide evidence-based nursing care that is safe, effective, and economically responsible.

Nurses are accountable for their own professional practice, functioning both autonomously and interdependently as a member of the healthcare team. They possess the knowledge and authority to safely delegate nursing tasks to designated team members, assuming accountability for all delegated care. Nurses must be prepared to provide leadership within their practice settings and for the profession as a whole. Nurses promote the image of nursing by modeling the values, standards, and attitudes of the nursing profession.

Nursing Education

The purpose of the Nursing Education program is to prepare graduates with the knowledge, skills and attitudes necessary for licensure and to function as safe, effective, entry-level nurses. In addition, to respond to the increasing demands of a rapidly changing profession in a

technological age, the program provides a pathway for nurses to achieve higher levels of education and training through seamless academic progression.

The faculty design and implement a curriculum and instructional processes which:

1. utilize current technologies
2. reflect educational theory and current, evidence-based teaching practices
3. focus on developing the critical thinking skills and the technical competencies that are essential to entry into professional nursing practice
4. are based on established professional standards and guidelines that reflect contemporary nursing practice
5. are guided by accrediting bodies and national/state governing bodies
6. are regularly evaluated through learning and program outcomes, and revised based on research evidence, the needs of a multicultural society, advances in technology, and the changing healthcare system

The nursing faculty have identified two theories of learning that guide their delivery of the nursing curriculum: Elaboration Theory (Reigluth) and Metacognition Theory (Flavell). Use of Elaboration Theory is observed in the Program's curriculum where simple/chronic/stable care issues are presented first, then the curriculum progresses to nursing care that is complex/acute/unstable in nature. Metacognition Theory is utilized by faculty as they teach students to "think about their thinking." This self-reflection forms the basis for critical thinking and sound nursing clinical judgments

Learning

Learning is a dynamic, interactive process that is accomplished best in a student-centered environment which nurtures intellectual curiosity and scholarly inquiry. The faculty, who serve as role models for professional character and caring/competent nursing practice, recognize that the educational process is a shared experience based on caring, respect, communication, and collaboration. As such, the faculty provide educational opportunities for knowledge acquisition (cognitive, affective and psychomotor), and professional role development while students are encouraged to become increasingly self-directed learners. Throughout the educational process, the student is taught to utilize the sciences, nursing arts, and legal and ethical principles in the provision of holistic care. Excellence in nursing, fostered throughout the program, requires the ability to reason through complex clinical problems, and apply previous knowledge, competencies, and experience to clinical practice.

Learning Environment

Faculty views each student as a unique person with special talents, abilities, needs, and aspirations. Cultural diversity, varying life experiences, and changing socioeconomic factors impact each student's learning experience. Faculty endeavor to provide a student-friendly learning environment that enables students to realize their fullest potential.

Education

Education is a life-long process that affords the learner the opportunity to develop personally, socially, and intellectually. The professional nurse engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial. Ongoing professional development is necessary to maintain excellent nursing care, promote the nurse's growth, and continue the advancement of the nursing profession.

Nursing Program Conceptual Framework

Concepts

Nursing practice is an art and science based upon the six foundational concepts of:

1. Nursing Judgment
2. Patient Centered Care
3. Teamwork and Collaboration
4. Informatics and Technology
5. Quality Improvement
6. Professionalism

The concept of Safety is overarching and integrated throughout the six foundational concept areas of nursing practice. In addition, concepts and learning activities progress across the curriculum from simple to complex, chronic to acute, and stable to unstable.

Student Learning Outcomes

Within each of the six foundational concepts, there are defined Student Learning Outcomes. These Student Learning Outcomes are leveled depending on a student's progression in the Nursing Program.

Upon completion of the first year of the Nursing Program, the student is expected to meet End-Level I Student Learning Outcomes. The student has moved from requiring instructor direction in all areas to having gained some independence in performance within the six foundational concept areas of nursing practice.

At the end of the second year of the Nursing Program, the student is expected to meet End- End-Program (Graduate) Student Learning Outcomes. The student has progressed to near-independent performance within the six foundational concept areas of nursing practice

Competencies

A student's ability to meet the Level-specific Student Learning Outcomes is evaluated using measurable Competencies. These competencies describe the characteristics of the Student Learning Outcomes in student-focused, measurable terms. In nursing theory courses, these measurable competencies primarily fall within the Cognitive learning domain (Knowledge). By contrast, competencies in practicum courses often fall within the Psychomotor learning domain (Skills). As the student masters the measurable competencies in the Knowledge and Skills domains appropriate to their level of nursing, they are simultaneously developing a deep-seated mindset consistent with professional nursing practice in the Affective learning domain (Attitudes). These competencies are often referred to as the "Knowledge, Skills, and Attitudes or KSAs" that define the Student Learning Outcomes in the WWCC Nursing Program.

**WWCC Nursing Education Program
Conceptual Framework**



Nursing Student Learning Outcomes

Concept	End-Level I Nursing Student Learning Outcomes	End-Level II/End-Program (Graduate) Nursing Student Learning Outcomes
Nursing Judgment	Identify ways in which research/nursing science, current standards of practice, clinical experience, and patient preferences are used to make nursing judgments.	<i>Integrate</i> research/nursing science, current standards of practice, clinical expertise, and patient preferences to <i>formulate sound</i> nursing judgments.
Patient Centered Care	Plan and provide safe, holistic nursing care that is individualized to address patients' diverse preferences, values and needs.	Plan and provide safe, holistic nursing care that is individualized to address patients' diverse preferences, values and needs, <i>and respects their capacity as a full partner with shared decision making.</i>
Teamwork and Collaboration	Effectively use interpersonal communication and management principles when working with health care team members to promote optimal health outcomes and minimize risk of harm.	Effectively use interpersonal communication and management/ <i>leadership</i> principles when <i>collaborating</i> with health care team members to promote optimal health outcomes and minimize risk of harm.
Informatics and Technology	Use technology to obtain and communicate information, enhance patient safety, and support decision-making within professional, ethical, and legal standards.	Use technology to <i>manage</i> and communicate information, enhance patient safety, and support decision-making within professional, ethical, and legal standards.
Quality Improvement	Identify ways to improve the quality, value, and safety of patient care by using data.	<i>Continuously improve</i> the quality, value, and safety of patient care and <i>health care systems</i> by using data and <i>improvement methods to implement and evaluate changes.</i>
Professionalism	Demonstrate professional behaviors that are consistent with moral/ethical and legal principles, that adhere to regulatory guidelines and standard-based care, and which promote the profession of nursing.	

Nursing Curriculum for the Associate in Nursing DTA/MRP Degree

Program Requirements for Admission

Students may prepare for admission to Nursing Core Courses by meeting the minimum program requirements as outlined in the most recent Nursing Admission Guide posted online on the Nursing Program homepage: [WWCC Nursing Admission Guide](#). GPA requirements: 2.0 for all college-level classes.

Nursing Degree Requirements Prior to Beginning the Nursing Program (50 credits)

Applicants who have not provided proof of completing the following Nursing Degree Requirements before the start of Fall quarter will not be allowed to begin Nursing Core Courses. Minimum GPA requirement: 2.0 for all college-level classes.

1. BIOL& 160, General Biology w/lab (5 credits)
2. BIOL& 241, Human A & P I (5 credits)
3. BIOL& 242, Human A & P II (5 credits)
4. BIOL& 260, Microbiology (5 credits)
5. CHEM& 110, Chemical Concepts w/lab (5 credits)
6. ENGL& 101, English Composition I (5 credits)
7. MATH& 146, Intro to Statistics (must have MATH prefix) (5 credits)
8. NUTR& 101, Nutrition (5 credits)
9. PSYC& 100, General Psychology (5 credits)
10. PSYC& 200, Lifespan Psychology (5 credits)
11. Show evidence of Nursing Assistant Certification or proof of passing the state exam for Nursing Assistants. Documentation of meeting the Nursing Assistant requirement is due to the Nursing office no later than September 1.

Additional Nursing Degree Requirements Prior to Beginning Year-Two Nursing (15 credits)

1. ENGL& 102, English Composition II or other Communication class from the distribution list (5 credits)
2. HUMANITIES from the Humanities distribution list (10 credits)
 - a. Humanities must be selected from at least two disciplines from the WWCC Master List of Transfer Courses, no more than 10 credits allowed from any one discipline, no more than 5 credits in foreign language at the 100 level, no more than 5 credits in performance/skills courses are allowed.

Nursing Core Classes (70 credits)

Year-One Nursing (32 credits)

Quarter One	Credits
NURS 100, Fundamentals of Nursing	4
NURS 110, Fundamentals Practicum	4
NURS/PHIL 140, Ethics and Policy in Healthcare I	1
NURS/PSYC 150, Psychosocial Issues in Healthcare I-II	<u>2</u>
Total Credits	11

Quarter Two:	Credits
NURS 101, Beginning Nursing Concepts I	5
NURS 111, Practicum I	4
NURS/PSYC 151, Psychosocial Issues in Healthcare III	<u>1</u>
Total Credits	10

Quarter Three:	Credits
NURS 102, Beginning Nursing Concepts II	6
NURS 112, Practicum II	4
NURS/PHIL 142, Ethics and Policy in Healthcare II	<u>1</u>
Total Credits	11

Year-Two Nursing (38 credits)

Quarter One:	Credits
NURS 200, Advanced Nursing Concepts I	5
NURS 210, Practicum III	6
NURS/PHIL 240, Ethics and Policy in Healthcare III	1
NURS/PSYC 250, Psychosocial Issues in Healthcare IV	<u>1</u>
Total Credits	13

Quarter Two:	Credits
NURS 201, Advanced Nursing Concepts II	5
NURS 211, Practicum IV	6
NURS/PHIL 241, Ethics and Policy in Healthcare IV	1
NURS/PSYC 251, Psychosocial Issues in Healthcare V	<u>1</u>
Total Credits	13

Quarter Three:	Credits
NURS 202, Advanced Nursing Concepts III	7
NURS 212, Practicum V	4
NURS/PHIL 242, Ethics and Policy in Healthcare V	<u>1</u>
Total Credits	12

Practical Nursing “Opt-Out” Option

(Please note: Practical Nursing “Opt-Out” option is not an ACEN accredited Practical Nurse Program).

Students who complete the first four quarters of ADN courses and associated degree requirement courses (through fall quarter, second-year nursing) and an additional 2-credit Practical Nurse Professional and Vocational Relationships (PVR) course are eligible to take the

National Council Licensure Examination for Practical Nursing (NCLEX-PN). If successful, they can be licensed as practical nurses (LPN).

NURS 195 Practical Nurse Professional and Vocational Responsibilities Course (2-credits)

This online course prepares the nursing student who has successfully completed through the fourth quarter of the WWCC Nursing Program (Fall quarter, second-year nursing) to be eligible to apply to become a Licensed Practical Nurse (LPN) in Washington State. It addresses the laws and regulations that govern LPN nursing practice in Washington State and the standards for professional behavior of the LPN.

LPN to ADN Advanced Placement Program Option

Applicants with a current Washington State LPN license will be considered on a case-by-case basis for advanced entry into the associate degree Nursing Program, either into winter quarter or spring quarter of the first year of the Nursing Program. See WWCC Nursing Admission Guide for additional information.

Common Terms Used in the Nursing Program

Some of the terms and abbreviations in the nursing program will be unfamiliar to new students. The following are helpful comments and definitions (alphabetical order).

Assessment Technologies Institute (ATI): A portion of the quarterly nursing student fees are used to purchase online access to learning resources and standardized computer testing administered through ATI. Students are supplied with ATI Review Modules (textbooks) and with online access to Skills Modules and other tutorials.

Assignments/Activities: All written assignments should include the student's name, and the name of the instructor to whom the assignment is to be submitted. Assignments must be submitted to the correct instructor as directed on each campus. The student should plan for daily pre-class, in-class, and/or post-class activities. Please note: Missed **in-class** activities may not be made up. If a student joins the class via Zoom the student will not receive any points for the in-class activity. Most pre-class, in-class and post-class assignments are not listed in the syllabus and the student should check the Canvas online classroom for these assignments.

Canvas Web-Enhanced Classes: WWCC nursing courses have an online learning management site where class handouts, assignments, announcements, e-mails, and grades are posted. Students should check the Canvas website daily for updates.

“Clickers”: Many instructors use an Audience Response Polling system from Turning Technologies to ask questions of students during lectures. Students attending Zoom lectures remotely are able to use a smart phone or their personal computer to respond to questions during Zoom lectures.

EXAMSoft: This is the main software for taking tests. This has replaced Scantron. Students will take all test in the EXAMSoft system starting Fall 2023.

Independent Learning Modules: These written, self-directed, learning activities may be used to provide information and assist the student in their learning of new nursing skills.

Individual Conference Session (ICS): An ICS meeting is scheduled with the student's clinical instructor at the end of each quarter or clinical rotation. At this meeting, the clinical instructor and student review the assigned practicum grade. Instructions on how to schedule this ICS appointment are provided by the clinical instructor. The student may also schedule an appointment during the quarter to meet with their clinical instructor for feedback and assistance in learning. If the clinical instructor is unavailable to meet with them for guidance, the student should contact their level lead instructor.

Nursing Theory Classes: These include NURS 100, 101, 102; PHIL/NURS 140, 142; PSYC/NURS 150, 151 (first-year) and NURS 200, 201, 202; PHIL/NURS 240/241/242; PSYC/NURS 250/251 (second-year). These are lecture classes to build your knowledge base in nursing.

Nursing Practicum Classes: These include NURS 110, 111, 112 (first-year) and NURS 210, 211, 212 (second-year). "Practicum" denotes hands-on experience in a real or simulated environment (practical work). "Clinical" experiences in a facility or agency are a part of the larger practicum courses. Clinical experiences are scheduled in various healthcare agencies (long-term care, hospitals and community agencies). Nursing Skills Lab activities, simulation, workshops, and independent learning modules are also a part of the larger practicum course.

Panopto™: Students can find all Zoom recordings for theory content under the Panopto Recording™ header in their Canvas courses.

Simulation: Simulations are techniques used to replace or amplify real experiences with guided experiences evoking or replicating substantial aspects of the real world in a fully interactive manner. The techniques utilized are in various formats such as manikins, scenarios, case studies, virtual simulations, and debriefing to promote, improve, and validate a nursing student's progression from novice to expert. Simulation experiences are a part of the practicum courses.

Nursing Skills Lab: The Nursing Skills Lab is where the student will learn and practice nursing skills in preparation for client care at clinical. Nursing Skills Labs and scheduled Nursing Skills Practice hours and activities are a part of the practicum courses.

Student Identification (SID) Number: The student's SID number is required all forms used in the nursing program. If possible, the student should memorize their SID number.

Study Groups: The nursing faculty recommends that students strongly consider joining a study group. These groups may vary in size. Groups are most effective if they are not larger than 4-5 students, meet weekly, and make a commitment to be a working group, not a social group.

Warrior Link (ctcLink): WarriorLink is part of a statewide project that standardizes student information and related systems at all Washington community and technical colleges.

Workshops: Workshops are another format to facilitate the learning of theory and skills necessary for the practicum experience. They may be held in the Nursing Skills Practice Lab or in the classroom. Workshop hours and activities are a part of Practicum.

WWCC School Email: Each student is issued a WWCC student email address (example: eddie.warrior@student.wvcc.edu). Faculty will only communicate with students by using the Canvas email system or through the WWCC school email system. They will not use the student's

personal email for communications. Students are responsible for checking both their school email and Canvas email regularly for communications from faculty.

ZOOM Video Conferencing: Zoom is a video conferencing platform that allows the instructor to connect with students for lectures and meetings online. **Zoom can be used to allow** students in classrooms on both the Walla Walla and Clarkston campuses to connect during classes. Students do have the option of attending Zoom for all theory classes. However, if a student chooses to join lecture via Zoom the student **will not** be able to have interaction with the instructor or students physically present during real time. Student(s) who attend theory via Zoom will not receive points for any in-class activity that may occur during the live class. Faculty teaching via Zoom will travel to the opposite campus part of the time (weather permitting). Students on the “receiving” end of a Zoom class have a nursing faculty member in their classroom to coordinate learning activities. Faculty will record all of their lectures for students to access if absent.

STUDENT POLICIES AND PROCEDURES

(in alphabetical order)

Appearance and Dress Code for Practicum

Appearance and Hygiene

How a student looks, smells and behaves communicates messages to clients, families, coworkers, and prospective employers about the value the student places on nursing practice and the student's career in nursing. Clients and their families frequently judge the quality of care provided based on the student's appearance. Prospective employers note the student's appearance while they are in practicum agencies and may use this data in employment decisions.

The following expectations must be followed in the practicum setting:

1. Hair must be clean and professional in appearance. Hair color should not fall outside those shades which can be found naturally (i.e., pink, green, purple, etc. are not acceptable.) Hairs that droop around the eyes, face, shoulders or into the work field is not acceptable.
2. Facial hair is to be neatly trimmed and not to exceed 1 inch or appropriate in length for fitting an N95 mask.
3. Fingernails are to be kept clean and cut below the ends of the fingertips. No artificial nails, or overlays are allowed.
4. Freshly laundered uniforms are to be worn daily. Uniform must be properly fitting to ensure modesty.
5. Shoes and laces need to be kept clean and neat. Open toe shoes are not allowed.
6. Only one plain finger band and one small stud earring in each earlobe may be worn in the practicum setting. Other jewelry is to be left at home. No other visible body piercing (including tongue) is allowed in the clinical setting.
7. Tattoos considered inconsistent with the ANA Code of Ethics for Nurses will require covering. Clinical agencies may have further requirements for covering of tattoos. Tattoos have become commonplace today. Tattoos do not necessarily need to be covered. However, the requirement to cover a tattoo lies with the discretion of any faculty or clinical site employee. If asked to cover, a student must comply with this request. Failure to comply with the request will result in sanctions including up to removal from the program.
8. While in uniform, the student should avoid odors that might be offensive to clients. The student is to abstain from the use of all scented personal products and all tobacco products while in uniform or professional attire. Foods with strong odors, such as garlic and onions, and any other strongly scented colognes/perfumes/ lotions should be avoided.
9. Students may not chew gum in the clinical setting.
10. Additional clinical policies may be enforced.

Dress Code

The student is expected to adhere to the following Nursing Program dress code or to the dress code of the specific community agency to which the student is assigned.

1. The official WWCC photo identification must be worn on the approved uniform top, white lab jacket or warm-up jacket and must be visible at all times. For student safety, all lanyards must be quick-release or break-away design.

2. White T-shirts or white turtlenecks may be worn under the uniform top.
3. White closed toe shoes, socks, and laces must be worn with the uniform. Open-heel shoes must have a heel strap. No open toed shoes at any time.
4. Regulation uniforms or lab coats must be worn any time a student is in a practicum agency on official student business. Alternate attire may be worn in some specialty areas.
5. Head coverings should only be worn for religious observances. The head covering should be a solid color without adornment in either white or blue (2nd year students) or olive green (1st year students) to match the uniform.
6. Professional attire must be worn under a lab coat (tailored-style clothes).
7. Non-uniform professional attire will be required for some community-based practicum experiences.
8. The WWCC Nursing Uniform should not be worn during non-school related healthcare activities.

Attendance Requirements

Attendance

Attendance at all scheduled classes, practicum and Nursing Skills Lab activities is expected. Absences should be limited to illness or family emergencies. Students are expected to notify the Nursing Office if they will be absent, or tardy; patterns of attendance will be monitored. A pattern of repeated absences and/or tardy arrivals will be addressed by level faculty and may result in counseling and/or the issuance of a Contract for Success or Special Concern.

Excused Absence/Tardy

For an absence or tardy to be considered “excused,” students must notify the appropriate nursing office administrative staff (Becky Manderscheid in Walla Walla, 509-527-4240; Debi Schoonover in Clarkston, 509-758-1706) prior to the beginning of the class, practicum, or Nursing Skills Lab activity from which they will be absent/tardy. The nursing department representative may be notified at any time, day or night, via voice mail. Notifying individual instructors will not initiate an excused absence/tardy.

Unexcused Absence/Tardy

Failure to notify the nursing department (and assigned clinical unit if applicable) prior to any scheduled class, clinical/practicum activity, or Nursing Skills Lab activity will be considered an unexcused absence/tardy.

Criminal Background Check

The following requirement must be met prior to the first day of the fall quarter:

Washington State law (R.C.W. 43.43.830 through 43.43.840) mandates that criminal background checks be conducted on all students entering clinical agencies. This law also stipulates that any student nurse with a criminal history of “crimes against persons” is not allowed to work in a nursing home. Because clinical experience in both acute care facilities and nursing homes is an integral part to the nursing curriculum, students with a criminal history of “crimes against persons” will not be able to progress in the Nursing Program. Some agencies require copies of student background checks to be on file at the clinical site and/or require their own separate background check; copies will be sent to agencies upon request.

Criminal background checks must be completed through Americhек and Washington State Patrol prior to entrance into the first and/or second year of the Nursing Program, and at any non-traditional entry point. Long-term Care and other community agencies may also require a separate background check. The student will be responsible for all applicable fees associated with the acquisition of the criminal background check.

PLEASE NOTE: Students are expected to self-report, at any time throughout the program, any and all incidences that may affect clinical placement.

If a Criminal Background Check Report states that the student has been found guilty of a crime, has a deferred sentence, or is pending prosecution, the student will meet with the Dean of Nursing Education or their designee for counseling. Information regarding the crime will be obtained and compared to both the DSHS Disqualifying Crimes for use by AL TSA and the Nursing Care Quality Assurance Commission (NCQAC) Decision Making Criteria for License Application guidelines. The student will be advised as to whether the crime will prevent them from being able to participate in clinical and/or continuing in the Nursing Program. Questions about whether the student would be eligible to be licensed as a LPN or RN in the State of Washington will be reviewed with Nursing Education, Licensing and Research staff at the NCQAC.

Nurse Licensure

Students will be provided with the following nursing licensure information:

[NCQAC Nurse Licensing Information \(please note that on July 24, 2024 the NCQAC changed its name to the Washington Board of Nursing\)](#)

It is important for students to be aware of these questions. The graduate will be required to answer YES or NO to the following questions on the application to the Washington State Nursing Care Quality Assurance Commission. Similar questions will be asked on the Idaho application and will have to be notarized.

1. Do you have a medical condition which in any way impairs or limits your ability to practice your profession with reasonable skill and safety?
2. Do you currently use chemical substance(s) in any way which impairs or limits your ability to practice your profession with reasonable skill and safety? (Currently means within the past two years. Chemical substances include alcohol, drugs, or medications, whether taken legally or illegally).
3. Have you ever been diagnosed with, or treated for, pedophilia, exhibitionism, voyeurism or frotteurism?
4. Are you currently engaged in the illegal use of controlled substances?
5. Have you ever been convicted, entered a plea of guilty, no contest, or a similar plea, or had prosecution or a sentence deferred or suspended as an adult or juvenile, in Washington or another state or jurisdiction?
6. Have you ever been found in any civil, administrative, or criminal proceedings to have:
 - a. Possessed, used, prescribed for use, or distributed controlled substances or legend drugs in any way other than for legitimate or therapeutic purposes?
 - b. Diverted controlled substances or legend drugs?
 - c. Violated any drug law?
 - d. Prescribed controlled substances for yourself?

7. Have you ever been found in any proceeding to have violated any state or federal law or rule regulating the practice of a health care profession?
8. Have you ever had any license, certificate, registration, or other privilege to practice a health care profession denied, revoked, suspended, or restricted by a state, federal, or foreign authority?
9. Have you ever surrendered a credential like those listed in number 8, in connection with or to avoid action by a state, federal, or foreign authority?
10. Have you ever been named in any civil suit or suffered any civil judgment for incompetence, negligence, or malpractice in connection with the practice of a health care profession?
11. Have you ever been disqualified from working with vulnerable persons by the Department of Social and Health Services (DSHS)?

Grading

The grading scale for the Nursing Program is reflected in the following table:

Letter Grade	Percentage	Grade Point
A	94-100%	4.0
A-	90-93%	3.7
B+	87-89%	3.3
B	84-86%	3.0
B-	80-83%	2.7
C+	77-79%	2.3
C	75-76%	2.0
C-	70-74%	1.7
D+	67-69%	1.3
D	63-66%	1.0
F	0-62%	0

The point distribution for each nursing course is found in the course syllabus that is distributed at the beginning of each quarter.

Students must achieve a cumulative average of 75% on theory tests before any points for course assignments or participation will be considered in the calculation of the final grade. If a student earns a score below 75% on tests, that grade will be recorded as the course grade. All students must achieve a minimum final grade of 75.0% in both Theory and Practicum courses to progress.

Note: As evidence of professional accountability, students should demonstrate awareness that grades are earned by the student and not given by the instructor.

Tests

Students are expected to take tests at the designated time. Doors may be locked at the beginning of the test. Any test missed due to an excused absence must be taken within two working days from the last date of excused absence (e.g. A student has an excused absence on Monday when an exam is given. The student has an excused absence on Tuesday also. The student returns to clinical on Wednesday and must take the exam on either Wednesday (day 1) or Thursday (day 2). Exceptions may be made as required for program scheduling. A workday is defined as any day the school is officially open. If a test is not completed within the specified time frame, the student will receive a score of zero (0) for the test. A test missed due to an unexcused absence will receive a score of zero (0).

The student must report in person to the Nursing Department (or Disability Support Services testing center, if applicable) during the testing time to be considered tardy. Any test missed due to tardiness must be taken within two (2) working days from the date of the test (includes the day of the test). Exceptions may be made as required for program scheduling.

Evaluation of Medication Administration Competency

Students will be evaluated each quarter of the Nursing Program to determine medication administration proficiency by the use of exams that measure knowledge of pharmacology, medication administration techniques, and safe dosage calculation.

Students will complete a Dosage Calculation exam and must obtain 90% correct or better within three attempts (initial and two retakes) for progression in the Nursing Program (exception: in Spring quarter, second-year nursing, one additional retake exam will be allowed). Although the student may reach 90% or better upon retake of this exam allowing progression in the Nursing Program, the recorded score will be that of the first attempt at the exam.

At the end of each quarter, students will complete a Safe & Effective Medication Administration exam. If the student does not obtain 75% correct on their initial attempt, the student will be required to remediate and retake this exam. Upon retake, if the student earns less than 75% correct, their initial score would remain unchanged. If the student earns greater than or equal to 75% correct on the retake exam, their score will be increased to 75% of the possible points.

End-of-Quarter Skills Performance Testing

The student may have a maximum of three (3) attempts (initial test and 2 retake tests) to demonstrate a mandatory “passing” performance on End-of-Quarter Skills Performance Testing. There must be a minimum of one day (24 hours) between the 2nd and 3rd skills testing attempts to allow for skill remediation. Both skills testing retake attempts should be completed by the last day of the quarter, as long as there is at least 24 hours between attempts #2 and #3 for remediation. In the unusual event that there is insufficient time for remediation between attempts #2 and #3 by the last day of the quarter, the student may be issued an Incomplete “I” grade contract. In this instance, the 3rd skills testing attempt must be completed and passed no later than three (3) days into the next quarter in the Nursing Program. Failure to clear the Incomplete “I” grade contract within three (3) days into the next quarter will result in the conversion of the “I” grade to a maximum grade of “C-“ and the student will not be allowed to progress in the nursing program and/or graduate.

Standardized Tests

Standardized testing for nursing, in the form of Assessment Technologies Institute (ATI) tests, will be given throughout the program. Should a student fail to achieve the designated proficiency level or designated percent score on an ATI test, remediation and one retake of the test is required. A testing fee is assessed each quarter that includes 2 attempts at each ATI test. See the list of Tuition and Fees in the Nursing Program Admission Guide for the fee amount per quarter.

ATI scores are reliable indicators of student potential for passing the NCLEX-RN and may be used to advise individual students. The results of these tests are one evaluation tool for the program of learning but are not a sole determinant for progression/graduation.

Activities

Missed in-class activities cannot be made up by the student regardless of the reason class was missed. If a student attends theory via Zoom, the student will not receive credit for any in-class activities that may take place that day. No points will be earned for missed Nursing Skills Lab activities.

Assignments

Theory course assignments due on the date(s) of an excused absence(s) become due upon return to class, practicum or Nursing Skills Lab whichever comes first. If the assignment is not turned in upon the student's return, no points will be awarded for that assignment. If the absence is unexcused, the penalty will be deducted from the assignment due date. Late assignments will not be accepted. If a student fails to turn in an assignment on time, the student will receive a 0% for that assignment, no points will be awarded to late assignments. Please refer to the quarterly practicum syllabus for additional information regarding practicum assignments.

Incomplete ("I") Grade

An incomplete ("I") grade may be assigned upon the request of the student and with the concurrence of the instructor. It is available only to the student who is doing passing work and has completed at least two-thirds of the course when a circumstance arises that prevent normal completion. A student must contact their instructor and negotiate a formal agreement with the instructor specifying: 1) the work completed by the last day the student was actively involved in the course, 2) the work remaining to complete the course, 3) that the work required to complete the course must be finished in the subsequent quarter, and 4) the grade to be issued if the work has not been completed by the end of the subsequent quarter. The required work must be completed within three (3) days of the beginning of the following quarter unless otherwise stipulated in the contract. Incomplete grades not made up within this time frame will be converted to the grade earned, but no higher than a "C-" and the student will not be allowed to progress in the Nursing Program and/or graduate.

Withdrawal ("W") Grade

After the fifth day of the quarter, a student disenrolling from any WWCC course, including nursing courses, will result in a W grade being entered for any and all courses. However, a W is not possible after the last day to withdraw from courses. Withdrawing from a course after the last day to withdraw will result in a final grade being entered that reflects the totality of course content. Most times this will result in the entrance of an "F" grade.

The last day to withdraw for AY 2023-24 are as following

- November 9, 2023, for Fall Quarter
- February 15, 2024, for Winter Quarter
- May 9, 2024, for Spring Quarter

Grievances and Appeals Process

A student appealing a faculty decision (including, but not limited to, the administration of a grade or Special Concern) must communicate this grievance (appeal) in writing to the Level Lead or designee no later than 5 working days from the time of the faculty decision, and no later than the last day of the quarter in which the faculty decision was made. If the grievance is with the Level

Lead, the student must make the appeal to the Level Lead in the opposite year. The appeal must be filed with the appropriate form found in the Appendix (page 110)

Grievances/Appeals should be related to a variance in program policy/procedure leading to the student's inability to meet minimum standards. Failure to meet course/program expectations and/or achieve the required points is not considered a valid reason for appeal.

The Level Lead designee will decide if an appeal should be heard by a faculty review committee. If a hearing is granted, a student will be notified of when the hearing will occur.

If a hearing is denied, a student may appeal that decision to the Dean of Nursing and Allied Health. In the case where a student hearing is denied and an appeal is made to the Dean of Nursing and Allied Health, the decision of the Dean of Nursing and Allied Health is final.

If a hearing is granted, every effort will be made to have the hearing by the last day of the quarter in which the grievance occurred.

The hearing will be scheduled with 5 randomly selected faculty members. The appeal will be conducted via zoom. The zoom meeting will be recorded. In addition, there will be a recorder of the meeting present.

If the appeal/grievance is denied, a student may appeal to the Dean of Nursing and Allied Health. However, the student must provide a new letter to the Dean of Nursing and Allied Health explicitly stating why the decision of the 5-member review panel should be overturned.

The Dean of Nursing and Allied Health may decide to hold an individual hearing with the student if the information presented warrants a hearing. The decision of the Dean of Nursing and Allied Health is final.

Under extreme circumstances, a student may appeal to the Vice President of Instruction (or designee). The student must present in writing to the Vice President of Instruction why the decision of the faculty and the Dean of Nursing and Allied Health were incorrect and provide justification for having the decision overturned.

All efforts will be made to allow the student to have the opportunity to present their grievance/appeal via zoom prior to the end of the quarter. However, it is possible that an appeal at the end of the quarter will go directly to the Dean of Nursing and Allied Health directly. The student may choose to be accompanied by a support person, but the support person does not participate in the grievance/appeal meeting.

The grievance process should be addressed in the following order:

1. Student submits their appeal in writing to the Level Lead or designee of Nursing.
2. Determination of a Hearing
 - a. If a hearing is granted, the student will present to a panel of 5-faculty members via zoom.
 - b. If a hearing is not granted, the student may appeal to the Dean of Nursing and Allied Health in writing. The Dean of Nursing and Allied Health will determine if a hearing is justified. The decision of the Dean of Nursing and Allied Health is final.
3. If after the initial hearing, the appeal is denied, the student may appeal directly to the Dean of Nursing and Allied Health. The student must do so in writing within 3-business days.

- a. The Dean of Nursing and Allied Health will review the submitted documentation and decide if meeting with the student is warranted. If a hearing with the dean is granted, the student will be asked to present their case. After the Dean of Nursing and Allied Health has collected all necessary information, a decision will be made. Depending upon the case, the Dean of Nursing and Allied Health may need several weeks to investigate all information. A decision will be made no later than the Friday before the next quarter begins.
- b. If the Dean of Nursing and Allied Health either denies hearing, or denies the appeal after the hearing, the student may under extreme circumstances appeal

Plagiarism and Academic Dishonesty

The Nursing Program adheres to the policies described in the WWCC Student Handbook under the [WWCC Student Code of Conduct](#) . The following resource gives students additional information as to what constitutes plagiarism: [WSU Plagiarism Information Tutorial](#) .

Plagiarism

All students must sign that they understand and accept the Expectations with Regards to Plagiarism form in the appendices of this Nursing Student Handbook. By signing this document, students acknowledge that they have been made aware of the expectations and consequences of plagiarism while in the Nursing Program.

Expectations and Consequences of Plagiarism

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. People's ideas may be contained in written text, visual text, multi-media products, including websites, music, and written text.

1. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 - a. directly quoting another person's actual words, whether oral or written
 - b. using another person's ideas, opinions, or theories
 - c. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written
 - d. borrowing facts, statistics or illustrative material
 - e. offering materials assembled or collected by others in the form of projects or collections without acknowledgment.
2. Any student who aids or abets the accomplishment of such activity as defined in subsection one (1) above shall also be subject to reasonable action by the instructor as defined below.
3. An instructor may take reasonable action against any student who is deemed to have been guilty of plagiarism. The course of action might include, but not be limited to:
 - a. student receives warning
 - b. student receives a lowered grade
 - c. student receives failing grade for the course
 - d. student dropped from the course
 - e. student be referred to the Student Conduct Officer for violation of the WWCC Student Code of Conduct

4. An instructor taking action against any student for an act of academic misconduct may report such action to the Dean of Nursing and Allied Health and the Student Conduct Officer, as soon as possible, but no later than five working days after the incident. Any student subject to the action of an instructor for a violation of this section may seek review of that action by referring to the Grievance Procedure for Instructional Issues.

Academic Dishonesty (aka “Cheating”)

Students are expected to maintain high standards of academic conduct and integrity. Any student found cheating will undergo disciplinary action (i.e. score of zero for the assignment or test, asked to leave the testing environment), up to and including dismissal from the Nursing Program.

Examples of cheating include but are not limited to the following:

1. Giving and/or receiving unauthorized information from another student during any type of test or examination. Please note: Telling a classmate what is on a test that they have not taken is considered cheating.
2. Obtaining or providing unauthorized questions relating to a test or examination prior to or after the time of the test or examination.
3. Using or having in your possession any unauthorized sources of reference during any test, examination, or assignment. This includes notes written on paper, use of cell phone, or any Smartwatch (e.g. Apple watch) or activity tracker that receives electronic information or texts.
4. Fabricating (‘making up’) information is cheating. Copying work from another student is cheating. Copying or utilizing patient information from any previous clinical rotation and applying it to current clinical paperwork is cheating. Copying work from a previous assignment to meet the expectations of a current assignment is also considered cheating. Presenting information (quoting, paraphrasing, copying, etc.) obtained from a source (author, editor, journal, book, online, electronic media, etc.) without giving credit to that source, through proper citation, is plagiarism and unethical. All reference resources must be cited. Any issues of suspected plagiarism, cheating or unethical conduct will be referred to the appropriate committee for consideration of disciplinary action including but not limited to Special Concern with course grade drop.
5. Engaging in plagiarism. Plagiarism is the act of using the literary composition of another’s writing, or the ideas or language of the same, and passing them off as the product of one’s own mind.

ACADEMIC DISHONESTY

(Please see Administrative Policy 6260 for updates to policy)

I. POLICY BACKGROUND/PURPOSE

The Walla Walla Community College (WWCC) Academic Integrity Policy and Procedure are based on the following principles:

- A. Academic standards for satisfactory knowledge include demonstrated mastery of assignments and curricular materials;
- B. Academic integrity entails honesty, professionalism, responsibility, and collegiality;
- C. Faculty are uniquely situated to determine whether a student has demonstrated satisfactory knowledge and academic integrity, as decisions of this nature require an expert evaluation of cumulative information during a course of instruction; an

- undertaking not readily adapted to the procedural tools of judicial or administrative decision making;
- D. The college is responsible to its students, employers and the community at large to ensure that students who receive degrees and certifications meet its academic standards for satisfactory knowledge and academic integrity; and
 - E. The Academic Integrity Policy and Procedure are separate and distinct from the policies and procedures associated with the college's Student Code of Conduct and final course grade appeals.

II. AUTHORITY

Board Policy 1370, NWCCU, [RCW 28B.50.140 \(13\)](#).

III. SCOPE OF POLICY

This policy applies to all enrolled students.

IV. POLICY

A. *Prohibited Conduct*

The hallmarks of academic integrity are honesty, professionalism, responsibility, and collegiality. The following conduct, and conduct that is substantially similar, demonstrates a lack of academic integrity and creates the presumption that the student has not mastered assignments and curricular materials, is unable to master assignments and curricular materials, and/or is unable or unwilling to work with honesty, professionalism, responsibility, and collegiality:

1. Purchasing papers (all or in part) or having someone write papers for a student.
2. Using others' ideas and/or words without clearly acknowledging the source of that information (plagiarizing). This may be intentional (e.g., copying or purchasing papers from an online source) or unintentional (e.g., failing to give credit for an author's ideas that you have paraphrased or summarized in your own words).
3. Collaborating with another student beyond the extent specifically approved by an instructor.
4. Collaborative work with another student or others on an assignment that is intended to be done by the student individually.
5. Copying another student's answers, asking another student to review their work, or to view one's work, when such a practice is prohibited in the syllabus.
6. Fabricating results or research data.
7. Using fabricated data or unauthorized materials for a class assignment.
8. Using unauthorized written materials and electronic devices during exams.
9. Allowing other students to copy answers on assignments or exams.
10. Taking an exam or completing an assignment for another student.
11. Other violations of the academic expectations of a course or assignment as set forth in the course syllabus or program handbook.
12. The destruction, hiding, or removal of materials to prevent other students from using them (such as library resources).
13. Any action, or attempted action, that may result in creating an unfair academic advantage for the student or an unfair academic advantage, or

disadvantage, for any other member, or members, of the academic community.

14. Failing to adhere to the ethical standards applicable to a particular profession, which the student has agreed to abide by as part of their course of studies.
15. Engaging in conduct that interferes with teaching, learning or the operations of a class or academic department including behaviors that violate academic integrity.

B. *Consequences of Violations of Academic Integrity Policy*

Walla Walla Community College is committed to academic integrity and the value of students' education.

1. For low-stake assignments (less than 5% of total class grade), or a grade in a higher-stakes (greater than 5% of total class grade) assignment that doesn't result in failure of the assignment:
 - a. Written warning.
 - b. Meeting with the instructor to discuss the action and develop strategies to ensure future compliance with the College's Academic Integrity Policy.
 - c. No Incident Report Form (IRF) is filed.
2. Faculty will report serious (clear and/or premeditated violations of Section A, 1- 16 above) or repeated violations (two or more, Section B, 1, a-c above) through an Incident Report Form (IRF) and to the respective Dean. Penalties can include the following dependent upon the total number of reports or severity of the act in accordance with protocols detailed in the Academic Integrity Procedure:
 - a. Failure of the assignment or course
 - b. Disciplinary warning or probation notice
 - c. Suspension or expulsion

C. *Appeals*

Students have the right to appeal non-terminal and terminal sanctions through the Academic Conduct Appeals process outlined in the procedures associated with this policy.

I. RULES APPLICABLE TO ALL PROCEEDINGS

The college adopts these procedures to ensure that decisions by the college's faculty are made conscientiously and with careful deliberation and to ensure students understand the basis for a sanction and have the opportunity to respond to and appeal academic decisions that affect them. The timelines set forth may be modified by written agreement of the parties. A meeting can be conducted in person or by video conference.

- A. For purposes of these procedures, a "business day" means a weekday, excluding college holidays.
- B. Determinations of a violation of the Academic Integrity Policy shall be established under the preponderance of the evidence standard, i.e., whether it is more likely than not that the student engaged in conduct that violated the policy.
- C. On the occasion that the dean is the faculty of record reporting a violation of the Academic Integrity Policy, the Academic Conduct Appeals Panel will assess the violation.

- D. The imposition of sanctions is subject to review under the arbitrary and capricious standard, i.e., whether the sanction was imposed on unreasonable grounds or without proper consideration of the circumstances.

II. PROCEDURE

A. Academic Standards

1. Academic standards shall be established by the dean responsible for each program of study, subject to approval by the College's Vice President of Instruction (VPI).
2. Academic standards particular to a specific course shall be established by the course instructor and shall be set forth in a course syllabus, subject to approval by the dean having responsibility for the degree or certificate program under which the course is offered.
3. Each instructor shall provide their students with a copy of a course syllabus. The course syllabus shall include at a minimum:
 - a. The instructor's expectations and requirements regarding class attendance and performance, including grading policy;
 - b. Class hours, instructor's contact information, and office hours;
 - c. Books and other required materials;
 - d. Procedures for testing and evaluating student work; and
 - e. A statement indicating that students will be held accountable to the Academic Integrity Policy and include a link to the policy.
4. Grades are awarded based on the instructor's assessment of a student's performance. The instructor's assessment of a student's performance and level of academic integrity shall not be arbitrary, capricious, or biased.

III. SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY POLICY

- A. Sanctions may be warranted when a student engages in conduct that is inconsistent with academic integrity or the academic standards established for a certificate or degree program, or an individual course. Sanctions will be considered and issued on a case-by-case basis. Imposition of sanctions does not prevent a referral to the college's Student Conduct Officer for proceedings under the Student Code of Conduct, or referral to the Title IX/EEO officer.

Sanctions for violations of academic integrity policies are divided into two categories - terminal and non-terminal sanctions.

1. Non-terminal sanctions may include:
 - a. Written warning
 - b. Writing assignment - completion of a writing assignment, such as a reflective essay on a topic assigned by the instructor
 - c. Reduced grade for the assignment or test
 - d. Failing the assignment or test
 - e. Program probation
2. Terminal sanctions may include:
 - a. Class dismissal
 - b. Program suspension
 - c. Program dismissal

IV. PROCEDURES FOR ALLEGED VIOLATIONS OF ACADEMIC INTEGRITY

- A. If an instructor suspects that a student has engaged in prohibited conduct violating academic integrity policies, the instructor shall meet with the student to discuss the allegation(s) within five (5) business days of the date the instructor first becomes aware of the alleged misconduct. (The Dean of Nursing and Allied Health will also be notified in regards to NAH students)
- B. At least three (3) business days before the meeting, the instructor shall provide the student with written notice of the meeting and the allegation(s). The written notice shall:
 - 1. State the time, date and location of the meeting;
 - 2. Describe the conduct at issue;
 - 3. State the proposed sanction(s); and
 - 4. Inform the student to be prepared at the meeting to explain or deny the conduct identified and to bring and be prepared to share any evidence that refutes, contradicts, rebuts, or explains the allegations.
- C. During the meeting, the instructor will present the student with evidence of the conduct at issue and consider anything the student says and presents in writing, by way of explanation or evidence, and will inform the student of the potential sanction(s).
- D. After hearing from the student and reviewing the evidence known to the instructor, the instructor shall determine, on a more probable than not basis, whether the allegations are:
 - 1. Unfounded and exonerate the student; or
 - 2. Founded and issue an appropriate sanction(s) under the circumstances (which may be different than the proposed sanction).
- E. If the instructor determines the allegations are founded, they will complete an Incident Report Form (IRF) and provide a copy of the IRF to the student. Among other things, the IRF will include a description of how a student may appeal the instructor's decision.
 - 1. If the student agrees with the instructor's findings and sanction(s), the instructor will indicate on the IRF that the parties reached an agreed resolution. The instructor and the student will sign the IRF to confirm the date of the meeting and the student's acknowledgement of the allegation(s), the findings, and acceptance of the sanction(s).
 - 2. If the student disagrees with the instructor's findings and/or sanction(s), the instructor will indicate on the IRF that the student disagrees with the findings and/or the sanctions. The instructor and the student will both sign the IRF to confirm the date the meeting took place. The student should initial the IRF to signify their disagreement with the determination or sanction and to acknowledge receiving notice of their right to appeal. The IRF is valid even if the student declines to sign it, fails to appear, or leaves the meeting before it is completed.
- F. After the meeting, the instructor will forward the IRF to the appropriate dean. If the student does not file an appeal with the dean via the appeal process outlined in this policy/procedure within three (3) business days of the date the IRF is completed, the dean will forward the IRF, indicating NO APPEAL RECEIVED, to the VPI Office, at which point the findings and sanction shall be final.

V. PROCEDURES FOR APPEALING NON-TERMINAL AND TERMINAL SANCTIONS TO THE DEAN

- A. To appeal the Instructor's determination on a sanction(s), the student must request a meeting with the dean within three (3) business days of their meeting with the instructor to discuss the issue and seek resolutions. The request must be in writing and include:
1. A brief written statement of the student's position;
 2. Be accompanied by any evidence that refutes, contradicts, rebuts, or explains the conduct identified by the instructor; and
 3. State the remedy or resolution the student seeks.
- B. The dean must schedule the meeting to take place within five (5) business days of the student's appeal and request for a meeting. At least three (3) business days prior to the meeting, the dean will provide the student with written notice of the meeting. The written notice shall:
1. State the time, date and location of the meeting;
 2. Describe the conduct at issue;
 3. State the proposed sanction(s); and
 4. Inform the student that they should be prepared at the meeting to provide evidence that refutes, contradicts, rebuts, or explains the conduct identified by the instructor.
- C. Prior to the meeting, the dean shall review the IRF's provided by the instructor and may require the instructor to provide their evidence of the conduct at issue and their rationale for the sanction(s).
- D. At the meeting, after hearing from the student, the dean shall review the evidence presented and, on a more probable than not basis, determine that:
1. The allegations are unfounded and exonerate the student; or
 2. The allegations are founded and affirm the sanction(s); or
 3. The allegations are founded and impose a different sanction(s).
- E. If the dean determines the allegations are founded on a more than likely than not basis and:
1. If the student agrees with the dean's findings and sanction(s), the dean and the student will sign the IRF to confirm the date of the meeting, acknowledgement of the allegation(s) and findings, and acceptance of sanction(s).
 2. If the student disagrees with the dean's findings and/or sanction(s),
 - a. For Non-Terminal Sanctions: the dean will inform the student of their right to appeal to Superior Court as the dean's determination shall be the college's final agency decision in the matter. The dean will complete appropriate sections of the IRF that includes the findings and conclusions, and a statement of the student's right to appeal the determination. The dean and the student should both sign the IRF to confirm the date that the meeting took place. The student should initial the IRF to signify their disagreement with the allegation(s) and findings, sanctions and to acknowledge that they have been informed of their right to appeal to Superior Court.
 - b. For Terminal Sanctions: the dean will inform the student of their right to appeal to the Academic Conduct Appeal Panel. The dean will complete appropriate.

sections of the IRF that includes the findings and conclusions, and a statement of the student's right to appeal the determination. The dean and the student should both sign the IRF to confirm the date that the meeting took place. The student should initial the IRF to signify their disagreement with the allegation(s) and findings, sanctions and to acknowledge that they have been informed of their right to appeal to Academic Conduct Appeal Panel.

- F. The IRF is valid even if the student declines to sign it, fails to appear, or leaves the meeting before it is completed.
- G. After the meeting, the dean will forward the IRF to the VPI Office with a copy to the chair/director and instructor.

VI. PROCEDURES FOR APPEALING TERMINAL SANCTIONS TO THE ACADEMIC CONDUCT APPEAL PANEL

- A. To initiate an appeal of the imposition of a terminal sanction to the Academic Conduct Appeal Panel, the student must file a written appeal to the VPI requesting a hearing before an Academic Conduct Appeal Panel. The appeal must be filed within three (3) business days of the date of the completed IRF, and should:
 - 1. Include a clear statement of the student's position;
 - 2. Be accompanied by any evidence that refutes, contradicts, rebuts, or explains the conduct identified by the instructor or chair; and
 - 3. State the remedy or resolution the student seeks.
- B. Within five (5) business days of receipt of a student's appeal request, the VPI shall convene an Academic Conduct Appeal Panel and provide the student's appeal and all related records to the panel. The panel shall consist of:
 - 1. One (1) instructor from the program in which the student is enrolled who is appointed by the VPI;
 - 2. One (1) instructor from a different program appointed by the VPI; and
 - 3. The VPI, designated as the panel chair.
 - 4. The Administrative Assistant to the VPI shall serve as the panel meeting recorder.
- C. The panel chair shall schedule the hearing to take place within ten (10) business days of the student's appeal request to the dean. At least five (5) business days prior to the meeting, the panel chair shall provide the student, the complaining instructor or chair and panel members with written notice of the hearing. The written notice shall:
 - 1. State the time, date and location of the hearing;
 - 2. Describe the conduct at issue;
 - 3. State the determination being appealed;
 - 4. Request that the parties provide the panel with any relevant documents in advance of the hearing;
 - 5. Request the student to be prepared at the hearing to explain how the instructor's determination is incorrect, and provide evidence that refutes, contradicts, rebuts, or explains the conduct identified by the instructor;
 - 6. Request that the parties disclose any witnesses to the panel and other party at least three (3) business day prior to the hearing.
- D. At the hearing, the panel will hear testimony from the student, the complaining instructor, examine documentation, and hear testimony from witnesses.
- E. The panel shall then excuse the parties, review the evidence, and deliberate, and

render its decision on a more likely than not basis, by majority vote. The panel chair will provide the parties with a written decision within three (3) business days of the hearing. The decision shall include a statement to include:

1. A statement of the findings and conclusions; and
 2. A statement of the student's right to appeal to Superior Court, as any decision made by the panel is the college's final agency decision in the matter.
- F. If the panel exonerates the student, the program and its instructors shall take reasonable measures to allow the student to make up any work and assignments they missed if they were not permitted to attend program classes during the appeal process.

If dismissal from the Nursing Program due to a student's actions is being deliberated, the student will be given an opportunity to address the 5-member review panel (as available) on their own behalf and may be accompanied by a support person of their choosing prior to a dismissal decision. Dismissal from the Nursing Program is different than not progressing in the program due to academic reasons (course grade less than "C" or 75%) or exiting the program due to personal issues. If dismissal is the action warranted, the student will receive a failing grade ("F") in the nursing core classes and embedded philosophy and/or psychology classes for that quarter. If dismissal from the Nursing Program is recommended by the nursing faculty, the recommendation for dismissal will then be referred to the Student Code of Conduct Officer. If a student is dismissed from the Nursing Program, they will not be eligible to return to the WWCC Nursing Program.

Incident Weather and School Closures

Communication between faculty and students during incident weather is essential. Students are expected to frequently check the WWCC website and Canvas if school closure or cancellation of clinical is a possibility. As soon as school closures are official, faculty will notify students by posting closure announcements via Canvas and/or email. If a college campus closes due to weather, the clinical rotations for that campus will be cancelled. Students are encouraged to sign up for emergency notifications via the college website: [WWCC Homepage](#).

Select "Campus Safety & Security" from the Campus Life drop-down menu and then click on the gold "Sign up to get emergency notifications" button.

Invasive Procedures

General Information

During the Nursing Program, the student will be participating in Nursing Skills Lab activities in which learning by students requires the use of human subjects as part of the training procedures. As part of the learning activities, the student may be asked to perform specific skills or be asked to be the subject of specific skill practice by other students.

Learning activities that use human subjects shall be conducted under the supervision of the instructor who has been assigned to teach the course.

Before involvement as a human subject, a student must give informed consent. If under the age of 18, informed consent must be obtained from the parent or the legal guardian unless the participant is determined to be an emancipated minor. Invasive Procedure Consent form and Student Agreement for Use of Practice and Invasive Kits are located in the Appendices of the Nursing Student Handbook.

Benefits

The experiences listed below have been selected because they are skills essential to the learning process and the faculty believes that realistic practice is essential for optimum learning. Participation will enhance the learning process and the acquisition of technical skills. An alternative experience may not provide as realistic an opportunity to practice and therefore may result in less effective learning. Specific benefits are listed below.

Risks/Discomforts

Participation may create some anxiety for the student. Some of the procedures may create minor physical or psychological discomfort. Specific risks/discomforts are listed below.

Student Rights

The student has the right to withhold consent for participation and to withdraw consent after it has been given. If the student withholds consent, he/she will be required to participate in an alternative learning experience. If the student does not participate in either the planned or the alternative activity, he/she will not be able to successfully complete the course. The student may ask questions and expect explanations of any point that is unclear.

LEARNING ACTIVITY	SPECIFIC BENEFITS	SPECIFIC RISKS/DISCOMFORTS
EYE DROPS	Appreciation for what it feels like to give and/or receive eye drops	Minimal discomfort, temporary cloudy vision, allergic reaction, infection
FINGER STICK TO CHECK GLUCOSE	Appreciation for what it feels like to give and/or receive a finger stick	Minimal exposure/discomfort, bruising, infection
SUBCUTANEOUS INJECTIONS	Appreciation for what it feels like to give and/or receive an injection	Discomfort related to use of a needle, bruising, minimal exposure to blood, infection
INTRADERMAL INJECTIONS	Appreciation for what it feels like to give and/or receive an injection	Discomfort related to use of a needle, bruising, minimal exposure to blood, infection
INTRAMUSCULAR INJECTIONS (IM)	Appreciation for what it feels like to give and/or receive an injection	Discomfort related to use of a needle, bruising, minimal exposure to blood, infection
INTRAVENOUS STARTS (IV)		Discomfort related to use of a needle, bruising, exposure to blood, infection

Procedure for Use and Disposal of Needles and Sharp Instruments

1. There will be no “sharps” (needles, IV catheters) outside of the Nursing Skills Lab. Students who take sharps outside of the Lab should expect disciplinary action.
2. There will be no “sharps” included in student lab practice kits that can be taken outside of the Nursing Skills Lab.
3. Sterile needles for use on human subjects must be obtained from the Nursing Skills Lab Educator or their designee and used only under the direct supervision of the Lab or other nursing faculty.
4. Non-sterile or outdated needles for use on manikins or injection practice pads will be labeled and kept separate from sterile needles for use on human subjects.
5. Needles used on human subjects will be discarded immediately after use in a sharps container. Non-sterile needles used only on manikins or injection practice pads may be used for that practice session and then discarded in the sharps container.

Just Culture, Contracts for Success, and Special Concerns

Just Culture Philosophy

“Just Culture” philosophy provides a framework for the Nursing Program to consistently apply expectations for accountability and behavioral choices, while treating individuals respectfully and fairly.

The philosophy of “Just Culture”:

1. Places focus on evaluating the behavior, not the outcome
2. Requires leadership commitment and modeling
3. Distinguishes between normal error, unintentional risk-taking behavior and intentional risk-taking behaviors
4. Fosters a learning environment that encourages reporting of all mistakes, errors, adverse events, and system weaknesses (including self-reports)
5. Lends itself to the continuous improvement of work processes and systems to ensure the highest level of patient and staff safety
6. Encourages the use of non-disciplinary actions whenever appropriate (including coaching, counseling, training and education)
7. Holds individuals accountable for their own performance in accordance with their responsibilities but does not expect individuals to assume accountability for system flaws over which they had no control
8. “Just Culture” encourages discussion and reporting of errors and near misses without fear of retribution. It is a culture that focuses on the behavioral choices of the individual, not merely the fact that an error occurred or that a bad outcome resulted from an error

It is inevitable that individuals, including nursing students, make mistakes in today’s complex and interdependent healthcare environment. Most errors take place within complex systems; however, when errors occur, the immediate solution is to blame an individual for the error. Blaming individuals creates a culture of fear, discourages open reporting and discussion of errors, and does little to prevent future errors or improve the safety of the health care system.

When errors in student judgment or unsatisfactory student performance occur, the nursing faculty will determine whether the actions of the student warrant consoling, coaching, counseling, remediation, or disciplinary action.

Contracts for Success (Supportive)

Students will be notified if they are observed to be having difficulties performing at the expected level. Identified concerns may reflect unsatisfactory practice, achievement or behaviors. Students may be given a Contract for Success that describes competency deficiencies and outlines expectations for the student to fulfill in a satisfactory manner within a specified period of time. Failure to satisfactorily demonstrate competencies, as outlined in the Contract, may result in the lowering of an earned practicum grade, the issuance of a Special Concern, an unsatisfactory practicum rating, and/or practicum failure.

Special Concerns (Disciplinary)

A student's practicum grade or progression in the program may be affected by serious problems or repeated incidences related to unethical/unprofessional behavior and/or unsafe practice. Each "Special Concern" will be documented, discussed, signed, and dated by the student and instructor. When a Special Concern is being contemplated, the student will be notified of the issue and will be given the opportunity to provide information regarding the circumstance before the decision is made.

A student may receive more than one "Special Concern." A grade reduction should be expected for each "Special Concern." The amount of grade reduction will be determined on an individual basis by the level faculty.

Incidents that involve one or more of the following will be referred to level faculty and will result in a "Special Concern." This may result in the student receiving a failing grade (F) for the course and/or the student may be referred to the full faculty for consideration of dismissal from the program. See below:

1. Unsafe practice - behavior or errors in practice that could endanger the life and health of clients, self or others.
2. Unethical/unprofessional behavior - performance that violates the ANA Code of Ethics or the [WWCC Student Code of Conduct](#) . This includes, but is not limited to, the following:
 - a. Sharing electronic healthcare record (EHR) login – sharing login information, including usernames and/or passwords, with another student or staff member.
 - b. HIPAA/Personal Health Information (PHI) – Printing, copying, reproducing, and/or sharing PHI in any manner (including on social media sites) and/or removing PHI from the agency. Printing of the Patient Profile/tasklist (may be known as "Kardexes") may be allowed, according to individual facilities, while providing patient care. Patient Profile must be kept out of view of patients, families, and visitors at all times. Patient Care Schedules must be shredded upon completion of the clinical day, prior to leaving the facility.
 - c. Conduct that obstructs or disrupts educational processes or otherwise has a negative impact on the learning environment (see also "Ethical Violation" in the WWCC Student Code of Conduct).

- d. Ethical Violation: The breach of any generally recognized and published code of ethics or standards of professional practice that governs the conduct of a particular profession for which the student is taking a course or is pursuing as an educational goal or major.
 - e. Plagiarism and academic dishonesty
3. Poor judgment - decisions that have the potential for interfering with client progress toward wellness. This includes inappropriate communication that could impact the psychosocial well-being of the client.
 4. Faulty thinking - evidence of thinking patterns that have resulted or are likely to result in harm to the client and/or unsafe nursing practice.
 5. Consistent inability to meet expected performance criteria - evidence of a documented performance pattern that does not achieve standards for safe/satisfactory nursing practice.
 6. Irresponsibility - failure to accept accountability for actions that interfere with the delivery of healthcare.
 7. Moral turpitude - conduct contrary to justice, honesty, modesty or good morals (Marsh vs. State Bar of California 210 Cal. 303, 291 P. 583, 584).
 8. Falsification/alteration of client care documents - changing or falsifying patient information in the electronic healthcare record (EHR), (including copying previously entered data) or falsifying Nursing Program clinical written assignments, in such a way as to alter recorded information or documenting known false information.

Occupational Exposure and Latex Allergy

Nurses must balance occupational risks with providing quality care to all clients/patients. As front-line providers of care, nurses have an increased risk of exposure to potentially infected blood and body fluids with blood-borne pathogens such as human immune deficiency virus (HIV), hepatitis B virus (HBV), hepatitis C virus (HCV), Ebola, and other blood-borne pathogens.

The WWCC Nursing Program follows the Center for Disease Control recommendations that all healthcare workers should strictly adhere to the use of Protective Barriers and Universal Precautions as the most effective means of preventing exposure and transmission of potentially infectious secretions.

WWCC nursing students should not provide care for patients with disorders that require Airborne Precautions and the use of a N95 fitted mask.

Protective Barriers

Protective barriers reduce the risk of exposure of the health-care worker's skin or mucous membranes to potentially infective materials. For universal precautions, protective barriers reduce the risk of exposure to blood, body fluids containing visible blood, and other fluids to which universal precautions apply. Examples of protective barriers include gloves, gowns, masks, and protective eyewear. Gloves should reduce the incidence of contamination of hands, but they cannot prevent penetrating injuries due to needles or other sharp instruments. Masks and protective eyewear or face shields should reduce the incidence of contamination of mucous membranes of the mouth, nose, and eyes. A fitted N95 respirator masks or a Powered Air Purifying Respirator (PAPR) would be required during Aerosol Generating Procedures (AGPs) or if a student is allowed to participate in the care of COVID-19 positive patients. Students will be

informed of any additional Personal Protective Equipment and physical distancing requirements to be able to participate in on-campus or clinical activities.

Universal Precautions

Universal precautions are intended to supplement rather than replace recommendations for routine infection control, such as handwashing and using gloves to prevent gross microbial contamination of hands. Because specifying the types of barriers needed for every possible clinical situation is impractical, some judgment must be exercised.

The risk of nosocomial transmission of HIV, HBV, HCV, Ebola and other blood-borne pathogens can be minimized if healthcare workers use the following general guidelines:

1. Take care to prevent injuries when using needles and other sharp instruments.
 - a. Immediately activate the needle safety shield or place needles/sharps in a puncture-resistant disposal container.
 - b. Do not recap needles by hand.
 - c. Do not remove used needles from disposable syringes by hand.
2. Use protective barriers to prevent exposure to blood, body fluids containing visible blood, and other fluids to which universal precautions apply.
 - a. The type of protective barrier(s) should be appropriate for the procedure being performed and the type of exposure anticipated.
3. Immediately and thoroughly wash hands and other skin surfaces that are contaminated with blood, body fluids containing visible blood, or other body fluids to which universal precautions apply.
 - a. Use gloves for phlebotomy, IV insertion, or finger/heel sticks.
 - b. Change gloves between patients.
4. Practice hand hygiene between patients
 - a. Thoroughly wash hands with soap and water
 - b. Alcohol-based hand sanitizers may be used if hands are not visibly dirty or greasy.

Any student, who has any temporary or permanent condition that may put them or their clients/patients at risk, has the responsibility to notify their practicum instructor. Students with exudative lesions or weeping dermatitis should refrain from all direct client care until the condition resolves.

Management of Occupational Exposure

1. Provide immediate care to the exposed site:
 - b. Wash wounds and skin with soap and water.
 - c. Flush mucous membranes with water.
2. Initiate report:
 - a. Immediately report the incident to the practicum instructor.
 - b. Complete any clinical agency-specific unusual "incident report".
 - c. Complete the "Unusual Occurrence/Practicum Incident Report" and "Needle Stick and Sharp Object Injury and Body Fluid Exposure Report" found in the appendices.
 - d. Submit all forms to practicum instructor for appropriate distribution and follow-up
3. Activation of follow-up treatment:
 - c. Level of risk will be assessed according to agency policy.
 - d. Post-exposure prophylaxis (PEP) will be initiated based on risk potential and CDC guidelines at the student's expense.

Latex Allergy/Sensitivity

Chemical and/or latex sensitivity is a concern for anyone entering a healthcare profession since latex products are commonly used in these environments. Latex allergy is a reaction to certain proteins in latex rubber. Mild reactions to latex involve skin redness, rash, hives, or itching. More severe reactions may involve respiratory symptoms such as runny nose, sneezing, itchy eyes, scratchy throat, and asthma. Rarely, shock may occur; however, a life-threatening reaction is seldom the first sign of latex allergy (Source: [Latex Allergy: A Prevention Guide \(NIOSH\)](#)). While the nursing program uses many non-latex products, it cannot provide a latex-free environment to students in either the Nursing Skills Practice Lab or in clinical placement sites off campus. Those with sensitivities can wear alternative vinyl or nitrile gloves, however they can still be exposed to latex residue of others working in the area or to latex present in equipment, models, supplies, or manikins. It is the student's responsibility to be aware of the hazards within the environment where they plan to study or work and to take appropriate precautions.

Students may inform the nursing program of their allergy/sensitivity when they enter the nursing program using the Latex Allergy Alert and Voluntary Disclosure form in Nursing Student Handbook appendices. The student who contacts the Disability Coordinator on their campus may be granted specific accommodations for this. Irrespective of whether the student chooses to disclose their allergy/sensitivity to Disability Services, the nursing program will issue latex free supply kits upon student request. A list of products that may contain "hidden" latex will be posted for student review in the Nursing Skills Practice Lab. Students with latex allergy/sensitivity are encouraged to wear a Medic Alert bracelet.

Practicum and Nursing Skills Lab Expectations and Evaluation Procedures

Clinical/Nursing Skills Lab Expectations

It is the expectation of the Nursing Program that students will be assigned to and participate in all areas of the practicum experience. Clinical times vary and will include day, evening and weekend hours. Travel is required and is the responsibility of the individual student. Instructors may make clinical assignment adjustments for a student currently enrolled in nursing support courses.

Faculty will arrange clinical assignments; students will not independently contact clinical agencies. Students who contact the clinical agency without faculty permission will not be allowed to rotate at that clinical agency. Clinical hours are planned to allow two (2) hours of experience for each hour of credit (exception: NURS 212, Focused Practicum). The hours scheduled for clinical each week may vary. Clinical expectations will be given at the beginning of the quarter/rotation. At such time the clinical instructor will supply information such as (a) what to wear, (b) where and when to meet, (c) what students must do to prepare for practicum, (d) specific practicum placement, and (e) practicum expectations. Orientation in each new clinical setting will be arranged. Clinical agencies may prohibit students from attending clinical if certain requirements (including vaccination) are not met.

Attendance (Absent/Tardy) Requirements for Clinical

In the event that a student is going to arrive late or is unable to attend clinical, the student must notify the appropriate nursing office administrative staff (Becky Manderscheid in Walla Walla, 509-527-4240; Debi Schoonover in Clarkston, 509-758-1706) prior to the beginning of the assigned clinical shift or other practicum activity. The nursing department representative may be notified at any time, day or night, via voice mail. Individual Clinical Instructor Expectations may also request

the student to notify the clinical instructor and/or the clinical agency if appropriate. Notification of an individual instructor will not initiate an “excused absence”. Rarely can a make-up experience be scheduled for a missed clinical or other practicum activity.

A student should not attend a clinical while ill or impaired. Instructors WILL ask a student who seems “ill” or unable to provide safe nursing care to leave the clinical agency. To ensure student and patient safety, students who have been under a provider’s care for an injury, surgery, or temporary disability may be required to provide a Nursing Program Medical Release Form from their physician or other healthcare provider before being readmitted to clinical duty.

The [American Nurses Association Position Statement](#) “Addressing Nurse Fatigue to Promote Safety and Health: Joint Responsibilities of Registered Nurses and Employers to Reduce Risks” describes nurse fatigue as, “Impaired function resulting from physical labor or mental exertion” and recommends that nursing care shifts be limited to 12 hours or fewer. This is a patient safety concern.

Students are expected to attend a minimum of 75% of the available clinical hours to avoid a Special Concern with an automatic grade reduction and/or non-progression grade. The student is directed to the quarterly syllabus for the practicum course for additional information.

Attendance (Absence/Tardy) Requirements for the Nursing Skills Lab

Absence policies for the Nursing Skills Lab activities may be found in course syllabi. If unable to attend a Nursing Skills Lab, the student must notify the nursing department representative prior to the beginning of the assigned lab. Students will be held accountable for missed Nursing Skills Lab content.

Practicum Evaluation

Students who are unprepared for clinical may be sent home and/or to the Nursing Skills Lab. Competency for learned skills must be maintained. Students are expected to go to the Nursing Skills Lab for needed practice to ensure a safe level of performance.

Practicum courses are graded according to written criteria provided to the student at the beginning of each quarter. Evaluation methods may include observations by clinical instructors, clinical experience logs or journals, nursing care plans, case studies, participation in post-conference, Pharmacology and Medication Competency tests, and scheduled testing in the Nursing Skills Lab.

Late assignments will receive a one-point deduction per day:

1. Written clinical assignments that are either submitted after the due date/time, or have been submitted in an incomplete form, will receive a one-point deduction per day (including Saturday/Sunday), until all documents are received. Clinical written assignments may be submitted on weekends electronically as instructed.

Faculty will meet with each student as needed to identify problems and/or potential corrective measures. Each student meets with faculty at the end of a clinical rotation and/or at the end of course for an Individual Conference Session (ICS) to review the student’s attainment of the course objectives and Student Learning Outcomes.

Unusual Occurrence/Practicum Incident Procedure

Any student who has an Unusual Occurrence/Practicum Incident (medication error/near miss, patient or student injury, etc.) must notify the clinical instructor immediately and complete both the clinical agency's incident report form and the Nursing Program's Unusual Occurrence/Practicum Incident Report (found in the appendices of the Nursing Student Handbook). If the Unusual Occurrence/Practicum Incident involved a needle stick, sharp object injury, and/or body fluid exposure, a Needle Stick and Sharp Object and Body Fluid Exposure Report (also found in the appendices of the Nursing Student Handbook) will also be completed. The clinical instructor will supervise and assist the student in the completion of any clinical agency or Nursing Program incident reports. All Unusual Occurrence/Practicum Incident Reports and Needle Stick Reports will be kept on file in the Nursing Program office.

Legal Responsibilities

The student is legally responsible to practice within the student's current scope and level of education. This level is determined by how other students at the same level of nursing would be expected to act in a similar situation. Students will work under the direct supervision of faculty and/or assigned staff members at the discretion of the practicum instructor.

Progression and Exit from the Nursing Program

Progression

Progression in the Nursing Program is dependent upon the student's cumulative grade point average (GPA), which is based on a 4.0 scale. A minimum cumulative GPA of 2.0 is required by Walla Walla Community College for a student to graduate. Likewise, a minimum grade of "C" (2.0) is required in all nursing and support courses for progression in the Nursing Program.

1. Students must complete identified support courses with a grade of "C" (2.0) or better by the end of the specified quarter to progress to the next quarter in the Nursing Program.
2. All nursing courses through fall quarter, second-year nursing, and the NURS 195 Practical Nurse Professional and Vocational Relationships course must be completed with a grade of "C" (2.0) or better to be eligible to take the NCLEX-PN exam.
3. All required support courses and first- and second-year nursing courses must be completed with a grade of "C" (2.0) or better to earn an Associate in Nursing DTA/MRP Nursing degree and to be eligible to take the NCLEX-RN examination.
4. Students are strongly encouraged to keep their advisor informed concerning aspects of their personal lives which may impact their academic performance.
5. Students are strongly encouraged to counsel with nursing faculty members concerning needed improvement for academic or practicum performance issues.

Exit from the Nursing Program

When a student exits the Nursing Program, the Nursing faculty will follow the WWCC grading policy in assigning a grade. The lead instructor or designee shall conduct an Exit Interview and complete an Exit Interview form. A copy of the signed Exit Interview form will be given to the student. Should a student refuse to participate in the Exit Interview, a copy of the completed Exit Interview form will be sent to the student's WWCC email address. Refusing to participate in an Exit Interview may be considered by the Nursing Admission and Progression Committee should

the student apply for readmission to the Nursing Program. The original copy will be signed by the Dean of Nursing and Allied Health and will remain in the student's permanent file within the nursing department.

Re-admission to the Nursing Program

Any student exiting the Nursing Program, whether it is his/her own decision or due to an academic performance issue, must reapply to be considered for reentry. Readmission is on a "space-available" basis and based on the Nursing Admission Rating Scale score. If a student exits for academic failure, he/she may repeat one time in the program. Previous dismissal from the program will be reviewed by the Nursing Admission and Progression Committee and may prevent a student's readmission.

Should a student repeat a theory course (i.e., NURS 100/140/150) to improve his/her grade, they must also repeat the practicum course offered concurrently (i.e., NURS 110). Likewise, should a student need to repeat a practicum course (ie. NURS 110) to improve their grade, they must also repeat the theory course offered concurrently (i.e., NURS 100/140/150).

Students seeking readmission must comply with all requirements as stated in the Nursing Admission Guide that is effective for the year to which they are applying. If the student has been out of the Nursing Program for more than two (2) years, they will be required to repeat previously completed courses.

Returning Students or Transfer Students Entering After Fall Quarter, First-Year Nursing

Students who are returning to or transferring into the WWCC Nursing Program will be required to demonstrate competency in:

- Nursing skills taught in quarters prior to entry/re-entry and pass the Skills Performance Testing within 3 attempts by the end of the second week of the quarter. For returning students, the Admission Progression Committee will have the discretion of requiring additional skills testing based on exit interview recommendations.
- Proficiency on the previous quarter's Dosage Calculation exam (must receive 90% correct within 3 attempts) and Medication Administration exam (must receive 75% correct within 2 attempts) by the end of the second week of the quarter. (Exception: Students returning to Winter quarter, first-year nursing will have a Dosage Calculation and Medication Administration assessment upon entry to determine skill level, no mandatory passing score required.)

Testing will be completed by level leads or their designees. If a student is unable to pass the Skills Performance Testing and/or Dosage Calculation test within 3 attempts by the end of the second week of the quarter, the student will not be allowed to progress and will be advised to withdraw from the nursing courses.

Required Documentation

The following requirements must be met prior to the first day of the Fall Quarter:

PLEASE NOTE: STUDENTS MAY NOT ATTEND ANY NURSING CLASSES (EVEN THE FIRST DAY) WITHOUT HAVING COMPLETED THE FOLLOWING REQUIREMENTS: TB SCREENING, VACCINATIONS, CPR, AND PROOF OF HEALTH INSURANCE.

1. For the TB/Vaccination requirements the student must provide a completed Vaccination and TB Screening Form or official documentation from the student's medical record or healthcare provider showing documentation of current attainment of the following:
 - a. Annual Tuberculosis screening.
 - b. Varicella (Chicken Pox) evidence of immunity (written documentation from healthcare provider showing 2 doses of vaccine or laboratory evidence of immunity).
 - c. Measles/Mumps vaccination (written documentation from healthcare provider showing 2 doses of vaccine or laboratory evidence of immunity).
 - d. Rubella vaccination (written documentation from healthcare provider showing 2 doses of vaccine or laboratory evidence of immunity; at least one of the doses must be live rubella vaccine).
 - e. Tetanus-Diphtheria-acellular Pertussis (TDaP) vaccination with a Td booster every ten (10) years.
 - f. Hepatitis B vaccinations and post-vaccination titer (documentation of 1st injection required by the first day of fall quarter; series and titer must remain on schedule and be completed prior to entering the second year).
 - g. Influenza vaccine (required annually).
 - h. COVID-19 vaccine: Two doses of Pfizer, Moderna, or Novavax according to the CDC-approved schedule. One dose of J&J/Janssen. Students must be fully vaccinated prior to attending clinical. Fully vaccinated status occurs two weeks after obtaining the vaccines as described above.
 - i. Students are required to document their COVID-19 vaccination status as a requirement for clinical placement.
 - ii. Initial dose(s) are required. Boosters are not required at this time, but are highly recommended. Students may experience challenges being accepted into the clinical agencies without the most up to date booster vaccine. This is at the discretion of the clinical agency.
2. Health Insurance Requirement: All students are required to provide proof of personal health insurance with a minimum of catastrophic health insurance coverage.
3. Transcript or Written Evidence of Completion
 - a. Valid American Heart Association Basic Life Support for Healthcare Providers (BLS-CPR) certification is required. It is highly recommended that students have a BLS card that is valid through June 15 of the year they graduate to prevent having to renew mid-year.

Safe Medication Administration by Nursing Students

Please refer to the Appendices of this handbook

Skills and Medication Competency for Returning or Transfer Students

Please refer to the Appendices of this handbook

Student Rights, Responsibilities, and Professional Behavior

Student Rights

As noted in the [WWCC Student Handbook](#) , each student has the right to expect a campus climate in which all students:

1. Are given the opportunity and encouragement to succeed
2. Are treated with dignity and respect
3. Demonstrate good manners and courtesies
4. Are safe from sexual harassment and discrimination
5. Are free to ask for help

Student Responsibilities

In addition to rights, each student has a responsibility to:

1. Support a learning environment that provides opportunities for all students to succeed
2. Prepare mentally and physically to be the best they can be
3. Treat all student and staff with dignity and respect
4. Exhibit good manners and common courtesies at all times
5. Serve as a positive role model for less experienced students
6. Respect the property and space of others
7. Help keep the campus litter free
8. Refrain from swearing and using any inappropriate communication
9. Read and abide by the college rules in the WWCC Student Handbook
10. Be accountable for their own actions

Professionalism

The WWCC nursing program has the responsibility to graduate students who will demonstrate the inherent values of professionalism. Students must understand that to practice in the health professions is a privilege and with that privilege comes the responsibility to uphold the trust that society has placed in the nursing profession. As such, violations of student professionalism will result in disciplinary action including removal from the program. Professional codes of conduct violations will be referred to the Dean of Nursing and Allied Health for immediate review. Upon review of violation of the professional code of conduct, the Dean of Nursing and Allied Health may determine to move forward with a hearing. The consequences for unprofessional conduct can include immediate dismissal from the program.

Professional Behavior Expectations

Students who have chosen the profession of nursing are expected to demonstrate professional behavior and judgment both inside and outside of the academic setting. The student's behavior reflects character, personal integrity, and respect for others. Students should anticipate a Special Concern with a possible letter grade drop and/or dismissal from the course or program for behaviors including, but not limited to the following:

1. Falsification of documents or Electronic Health Record (EHR)
2. Forgery of instructor or other healthcare professional's signature
3. Lying and/or cheating
4. False accusations of others
5. Theft of property from the college, clinical agencies, or fellow students
6. Plagiarism
7. Performing skills outside of the student's Scope of Practice
8. Violating confidentiality
9. Discussing one's own personal issues with patients or families
10. Developing social/romantic relationships with patients or families.
 - a. Nursing students will have no social/romantic contact with any individual with whom they developed a professional relationship for a minimum of two years after exiting the Nursing Program.
11. Refusing to follow instructions of agency staff or instructors or abide by agency expectations.
12. Threats of violence or retaliation toward others.
13. The use of abusive language in any format (written, verbal, or otherwise), or disruptive behavior directed toward peers, staff, faculty, or agency personnel.
14. Sharing electronic healthcare record (EHR) login information.
15. Copying or reproducing Protected Health Information (PHI) in any manner and/or removing PHI from an agency.
16. Ethical Violation: The breach of the ANA Code of Ethics or nursing standards of professional practice.

Social Media Use

Students should be aware that using internet social networking sites (including, but not limited to, Facebook, Twitter, and Instagram) to discuss classmates, instructors, or the Nursing Program is unacceptable. Sharing ANY patient information or clinical experiences/stories outside of the classroom setting may be a HIPAA violation and is grounds for disciplinary action and/or dismissal from the course and/or Nursing Program. Students will sign acceptance of this expectation on the Student Affirmation Form in the appendices of the Nursing Student Handbook.

Netiquette Expectations

The etiquette guidelines that govern behavior when communicating on the internet or the electronic classroom environment are known as "Netiquette." Such behavior is essential to the integrity of the academic environment and the free exchange of ideas. To keep electronic communication professional, nursing students are expected to follow the rules of netiquette listed below in their electronic communications, including discussion forums, chat services, email, and social media.

1. Respect the opinions of others. A robust discussion may have disagreements but should not deteriorate into a personal attack on faculty or peers. The subject under discussion is always the content of the idea and not the characteristics of the person expressing that idea.
2. Avoid offensive, rude, and sarcastic messages. If you receive a message of this nature, do not respond in the same tone. If this type of communication continues from someone, notify your nursing faculty.

3. Do not respond to others electronically when you are angry or upset; leave it in draft form and review it later after you are calmer.
4. Remember that using all capital letters or numerous exclamation points implies you are yelling at the reader.

Use of Electronic Devices

Electronic devices, including computers and cell phones, may only be used in the learning environment for learning purposes and with professional courtesy. Use of computers during class for personal “surfing the web” or social media (Facebook, Instagram, etc.) is distracting to classmates and the student may be asked to leave class. Cell phone volume/vibration must be turned off. Emergency messages may be routed through the nursing department contact number. Cell phones or other recording devices may not be used in the clinical environment.

Students may use only simple, non-programmable calculators during testing if allowed. Cell phones may not be used as a calculator during testing. Calculators may not be shared between students during testing.

Possession of any cell phone or wearing of any Smartwatch (e.g. Apple watch) or activity tracker that receives electronic information or texts is prohibited during tests and test reviews (including ATI tests and Skills Performance Testing).

Consent for Electronic Recording/Video of Communication

Students may not record faculty or peers without their express consent. Consent for photography or videotaping of nursing students will be obtained by the Nursing Program for any photos or recordings used in the learning environment. Students should refuse to be videotaped by others (patients, family, etc.) in the clinical environment.

Unauthorized Children on Campus

To avoid an unsafe situation and/or disruption of the learning environment, children are not allowed to attend classes with their parents or caretaker. If children are present, the parent or caretaker will be asked to leave class. An exception is made for breastfeeding mothers and a lactation room is available on both the Walla Walla and Clarkston campuses.

Student Identification

Some outside agencies, such as a State Board of Nursing and some off-campus clinical agency sites, require access to a student’s Social Security Number (SSN) for legal/identification purposes. For this reason, nursing students are required to provide the Nursing Program with their SSN with the understanding that this information will only be shared with those clinical agencies that require this information for student identification. All other department activities requiring student identification will be conducted according to college policy and mandated state law (RCW 28B.10.042) which stipulate the use of confidential student identification (SID) numbers.

Substance Use/Abuse

In accordance with RCW 18.130 (Washington State Department of Health, Regulation of Health Professions, Uniform Disciplinary Act) and the Walla Walla Community College Substance Abuse Policy, the Nursing Program faculty oppose the ingestion of any substance that interferes with healthy development and function in the physical, psychological, social, occupational, and spiritual areas. Unauthorized alcohol intake is prohibited on the WWCC campus.

Walla Walla Community College Policies and Washington State laws governing Practical and Registered Nurses both consider substance abuse to be a health and safety problem. Substance abuse has significant negative effects on safety and performance. Patients are at risk for serious injury if a student is under the influence of a substance which impairs performance. THE SAFETY OF THE PATIENT IS OUR FIRST PRIORITY.

Although the State of Washington passed a law (I-502) that legalized personal use of marijuana, it is essential that all nursing students understand that Washington's system of legalized marijuana does not supersede federal law. Federally, Marijuana is illegal. It is listed as a Schedule I drug which is defined as drugs, substances, or chemicals with no currently accepted medical use and a high potential for abuse (source: <http://www.dea.gov/druginfo/ds.shtml>). If a nursing student tests positive for Marijuana metabolites, the student will be immediately dismissed from the WWCC Nursing Program.

Expectations

All student nurses shall abstain from alcohol and/or drug use that alters mental, verbal, or motor responses within eight hours prior to their practicum and class periods. This includes the use of illegal drugs, the illegal use of prescription drugs, and the abuse or illegal use of alcohol. Attending classes and/or practicum activities while under the influence of alcohol and/or drugs will be cause for suspension from the Nursing Program.

If a student takes a prescribed medication that may impair consciousness, alertness, or cognitive ability, he/she must inform his/her clinical instructor. The same applies in the Nursing Skills Lab. If the medication causes the student to demonstrate altered mental, verbal, or motor responses, he/she may be sent home. An individual on medications that dull the senses is not considered a safe practitioner. THE SAFETY OF THE PATIENT IS OUR FIRST PRIORITY.

Although the WWCC Nursing Program does not conduct drug testing without cause, students placed at some clinical agencies will be required to submit to a mandatory urine drug screening test before Day 1 of clinical or at any subsequent time as requested.

ALL REPORTS OF SUBSTANCE ABUSE IN ANY SCHOOL-SANCTIONED ACTIVITY WILL BE ACTED UPON IMMEDIATELY. (See "Procedure" below).

If a student nurse should be convicted of a drug-related felony, he/she will be dismissed from the Nursing Program. Healthcare facilities will not allow students who have been convicted of a drug-related felony to practice in the clinical environment.

The Nursing Program will assist and support any student who wishes to obtain help for drug-related problems.

Reporting Suspected Substance Use/Abuse

A staff member of the clinical agency who suspects a student of being under the influence of alcohol and/or any other drug that alters mental, verbal, or motor responses should immediately report this observation to the agency supervisor and the WWCC clinical instructor.

A student who suspects a peer of being under the influence of alcohol and/or any other drug that alters mental, verbal or motor responses should immediately report this observation to the WWCC clinical instructor or the clinical agency supervisor (if instructor not immediately available).

Procedure

An instructor who has received a report of suspected abuse or who suspects a nursing student of being under the influence of alcohol and/or any other drug will immediately remove the student from direct patient care. The instructor will then confer with another instructor or agency staff member to assess, and if possible confirm, the evidence of suspected alcohol or drug use.

Should two agree that there is observable evidence of substance abuse, the following will occur:

1. The student will submit to urine and blood drug testing immediately after signing a consent/release of information form (see "Student Nurse Laboratory Test Results Certificate of Agreement in the Appendices of the Nursing Student Handbook). Failure to submit to the testing and/or signing the Certificate of Agreement form will result in immediate suspension from the program.
2. Every effort should be made to obtain testing within one hour from the initial observation of suspected influence. If the suspected offense occurs at a clinical facility with drug/alcohol testing capabilities, testing should occur at that facility.
3. If the student is in the classroom, Nursing Skills Lab, or in a clinical setting which does not have testing capabilities, it will be the student's responsibility to arrange for transportation to the testing facility. Students suspected of substance abuse may not transport themselves. The instructor will contact the testing facility and facilitate expeditious testing, informing them of the student's impending arrival and need for drug/alcohol testing.
4. If the test results are positive or not immediately available, the student will not be allowed to drive and/or leave the testing facility alone. It is the student's responsibility to arrange for safe transportation home.
5. The student will be suspended from all Nursing Program activities until the Dean of Nursing and Allied Health receives a copy of the test results.
6. If the results for alcohol and/or drugs are positive the student will be immediately dismissed from the program.
7. All expenses incurred due to mandatory testing and/or required transportation shall be the responsibility of the student.

Re-admission

Students dismissed for alcohol/drug problems must provide documentation of substance abuse treatment prior to readmission to the Nursing Program. In addition, the student will be required to adhere to a plan, developed in conjunction with a counselor, for ongoing evaluation of compliance to the substance abuse policy.

Statement of Suspension for Nursing Students

Purpose

To allow a period of not more than five (5) instructional days (excluding weekends) for purposes of investigation of any issue which may compromise student's ability to provide safe, competent care to clients.

Protocol

During the investigative proceedings, the student may continue with theory and/or practicum depending on the infraction. It is possible that the infraction would warrant suspension from both theory and practicum.

Procedure

1. The instructor will formulate a statement regarding the infraction (serious concerns/accusations related to improper demonstration of skills, client safety or legal/ethical issues). This statement will be given to the Director of Nursing Education who will then submit it to the Vice President of Instruction or designee.
2. A formal recommendation will be submitted to the Vice President of Instruction for final approval if such a suspension is warranted.
3. The student would then be notified in person and in writing of the suspension. A copy of the instructor's statement and suspension protocol will be given to the student at this time.
4. The investigation will proceed. Information will be gathered from all parties concerned including the student.
5. Results of findings will determine students' continuation in the program or dismissal.
6. A student may contest or appeal such at any time during this process, and is due the same consideration for appeal that applies to student termination or dismissal.

MISCELLANEOUS INFORMATION

National Student Nurses Association (NSNA)

All students are encouraged to join the NSNA <https://www.nсна.org/> . Information regarding membership and dues can be found at <https://www.nсна.org/membership.html> . Belonging to the NSNA includes membership in the Nursing Students of Washington State (NSWS) Organization. Contests, scholarships, loans, discounts, insurance, and job opportunity information are available to members through the organization.

Professional Nursing Club

The purpose of the Professional Nursing Club is to aid nursing students in their preparation for professional nursing careers. The club receives funds from the WWCC Student Government Association (SGA) for professional development activities such as state conventions or regional workshops. Membership stimulates the understanding of, and interest in, professional nursing organizations such as the National Student Nurses Association, Washington State Nurses Association, and the American Nurses Association. Members are actively involved in the WWCC SGA and participate in school-sponsored activities. With nursing faculty advisor guidance, members take part in fund-raising activities, facilitate professional development and guest speaker offerings, and volunteer for community projects related to nursing or healthcare. Club officers and representatives are elected annually.

Nursing Department Committee Representation

Students from each nursing class will be given the opportunity to select representatives and alternates to the following Nursing Department committees:

1. Nursing Faculty
2. Nursing Level Faculty
3. Nursing Curriculum (2nd year only)

Student concerns are addressed regularly in Nursing Faculty and Nursing Level Faculty meetings. Students may present their concerns to faculty via their class representative(s). Requests to have items placed on meeting agendas should be presented to the committee chair prior to the meeting.

Graduation/Nurses Pinning Ceremonies

Graduation Ceremony

An application is required to receive the Associate in Nursing DTA/MRP degree and must be submitted to the admissions office prior to graduation.

Graduation ceremonies are held on the Walla Walla and Clarkston campuses. The Associate Nursing DTA/MRP degree is conferred during the graduation ceremony. Caps and gowns are free and must be ordered in advance. Attendance by nursing students is expected.

Nurses Pinning Ceremony

The nursing faculty establishes the guidelines for the Nurses Pinning ceremonies on the Walla Walla and Clarkston campuses. **NOTE: This is a professional ceremony; students should dress and conduct themselves accordingly.** Uniforms according to the professional dress code are required. Students are required to adhere to the Appearance and Dress Code for Practicum guidelines for the Nurses Pinning Ceremony and any WWCC professional nursing composite photo. Nurses Pinning Ceremony related committees will be organized and all committee decisions are subject to faculty and/or administrative approval. Nursing faculty will pin students with the WWCC Nursing Program pin. It is expected that first-year students will participate as “honor guards” for the Associate Nursing pinning.

In accordance with the decision by the United States Court of Appeals for the Ninth Circuit, **it is not constitutional to allow prayer** as a part of a commencement exercise or similar official school function.

Academic Advising

Each student will be assigned a nursing faculty advisor. It is the student's responsibility to:

1. Make appointments with the advisor.
2. Inform the advisor of any proposed class schedule changes.
3. Meet with their faculty advisor quarterly to assure satisfactory progress toward meeting program requirements.

Clinical Agency Contingency Plan

If for some unforeseen reason an agency used by WWCC Nursing Program should close or become unable to provide practicum experience, the following course of action will be taken by the faculty:

1. Assess courses that would be affected by agency closure.
2. Meet with the Nursing Advisory Committee for community input for alternate practicum experiences.
3. Explore expanded practicum hours in currently used agencies.
4. Explore alternative community resources to meet practicum objectives.
5. Explore regional community resources to meet needed practicum objectives.

6. Explore virtual (online) clinical simulation activities as a replacement (state limitations apply)

Departmental Guidelines

1. When faculty/departmental meetings are in progress, instructors will be unavailable to meet with students.
2. Students wishing to meet with an instructor should do so during the instructor's **POSTED OFFICE HOURS** and must use the phone to verify the instructor's availability.
3. The **copy machine** in the nursing department is **not** for student use. Students have access to a copy machine in the library.
4. Students may print electronic documents in the Health Science Computer Lab on both campuses. If printers lack paper, students should notify the nursing office staff.
5. If students must be in the administrative staff work area, they are expected to be quiet and courteous to those working.
6. On the Walla Walla Campus, telephones for student use are available in the lobby and 2nd-floor hallway of the Health Science Building for local outgoing phone calls. On the Clarkston Campus, the telephones available for student use are across from the business office.
7. No information about students, including job reference, will be released from the nursing department without written consent from the student (see Authorization to Release Information form in the appendices).
8. Although students may wish to show a gesture of appreciation to instructors by giving gifts, there are restrictions as to what the faculty can and cannot accept. According to the Ethics Policy for Walla Walla Community College, "No state officer or state employee may receive, accept, take, seek, or solicit, directly or indirectly, anything of economic value as a gift, gratuity, or favor from a person if it could be reasonably expected that the gift, gratuity, or favor, would influence the vote, action, or judgment of the officer or employee, or be considered as part of a reward for action or inaction." "...exceptions generally include certain unsolicited items, tokens of appreciation...and minor promotional items, with a total annual value of less than \$50.00."
9. Although patients (or patient family members/friends) may wish to show a gesture of appreciation to students by giving gifts, the student should inform the patient that they cannot accept a gift. He/she can suggest that if the patient is appreciative of the service which was received the patient or family may discuss this with the nurse manager or charge nurse to see what might be appropriate to give the entire unit for the great care (although nothing is needed). The student could suggest that the patient convey his/her appreciation in the post-hospitalization survey that asks about the care received.

Nursing Technician Role

The purpose of the role of nursing technician is to provide an opportunity for students enrolled in an ADN or BSN program to gain work experience within the limits of their education, but not limited to the scope of functions of the certified nursing assistant. Some healthcare agencies hire nursing technicians to work in a role known as "Nurse Extern."

Definition

The nursing technician is as defined in the State of Washington WAC 246-840-870 Functions of the nursing technician. Key points include:

1. Nursing technicians are defined as nursing students who are employed by a hospital or nursing home and are either enrolled in a Nursing Program approved by the Nursing Care

- Quality Assurance Commission and have not graduated, or have graduated from a Commission-approved Nursing Program within 30 days (or 60 days with a determination of good cause by the Secretary of Health).
2. Nursing technicians may only perform specific nursing functions based upon and limited to their education and when they have demonstrated the ability and have been verified to safely perform these functions by the Nursing Program in which the nurse technician is enrolled.
 3. The Nursing Program providing verification is immune from liability for any nursing function performed or not performed by the nursing technician. Nursing technicians are responsible and accountable for their specific nursing functions.
 4. Nursing technicians may only practice under the direct supervision of a registered nurse who agrees to act as supervisor and is immediately available to the nursing technician. The supervising RN must have an unrestricted license and two years of experience in the setting where the nursing technician works.
 5. In order to practice as a nursing technician, an individual must be registered by the state Department of Health (WAC 246-840-905). In addition to providing any registration criteria established by the Department, nursing technician applicants must submit acknowledgments from the Nursing Program and employer. Nursing technicians are added to the Uniform Disciplinary Act and are subject to discipline by the Commission.

Functions of the Nursing Program

The Nursing Program in which the nursing technician is enrolled shall:

1. Provide to the employer written documentation of specific nursing functions the nursing technician may perform. This documentation shall be based upon, and limited to, the nursing technician's education and demonstrated ability to safely perform the functions listed.
2. Provide to the employer and the 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 Program shall notify the employer and the commission immediately if the nursing technician is no longer in good standing. Notification to the commission shall be sent to P.O. Box 47864, Olympia, Washington, 98504-7864.

Responsibilities of the Nursing Technician or "Nurse Extern"

If functioning in, or planning to function in, the role of Nursing Technician or "Nurse Extern", the nursing student must:

1. Make an appointment with the Lead Faculty member once each quarter to review their progress in the nursing program. This must be done before the Lead Faculty member will submit any documentation of specific nursing functions to the employer.
2. Notify the Lead Faculty member if no longer working as a Nurse Technician or Nurse Extern.

How to Register

An individual shall complete an application for registration on an application form prepared and provided by the secretary of the department of health. This application shall be submitted to P.O. Box 47864, Olympia, Washington, 98504-7864.

Every applicant shall provide:

1. The application fee under WAC 246-840-990

2. Verification of seven clock hours of AIDS education as required by RCW 70.24.270 and chapter 246-12 WAC, Part 8.
3. A signed statement 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.
4. A signed statement 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).

Student Support Services

Financial Aid

The Financial Aid office at WWCC handles all Financial Aid information and transactions. Grants, short-term loans and nursing loans are available. If you are in need of aid, please contact the Financial Aid Office as soon as possible. Financial aid will only pay for courses directly applying to Nursing Program requirements.

Scholarships

A variety of scholarships are available to WWCC students, made possible by the WWCC Foundation, individual donors, special endowments, private corporations and other foundations. Award decisions are based on academic performance, potential to benefit, and financial need. Many scholarships are designed for students in specific fields of study.

Important Dates

Applications for WWCC Foundation Scholarships open on **October 1. Applications typically close in late Winter/early Spring.** Please check the [WWCC Foundation](#) website for updates. Announcements of awards for the following school year will be made in late spring.

Applications

Access the fillable PDF application on the Foundation's web site: [WWCC Foundation](#). Late or incomplete applications will not be considered. To be considered for funding, the application must include each of the following:

1. Completed scholarship application form
2. Official transcripts
3. Two letters of recommendation

Contact Information

For questions, please contact the WWCC Foundation office at 509-527-4275.

Student Success Center

The college offers many services to students who need assistance with study habits, reading, test taking, and other academic concerns. The following services are offered through the Student Success Center: Career Services, Completion Coaching, Counseling, Disability Support Services, Opportunity Grant (possible source of additional funding), Transfer Center, Veterans Services, and TRiO. Students may also find assistance through the Tutoring and Learning Center (TLC), Writing Center, and Worker Retraining office.

Students who need part-time job placement should contact the WorkSource office at (509) 524-5230 (Walla Walla) or (509) 758-1716 (Clarkston).

The Nursing Program can be demanding and stressful. It is best to seek assistance early, before difficulties arise. There may be times when a faculty member will refer a student to seek additional counseling services.

Accommodations for Students

These statements can be found on pages 1-2 of this handbook. Additional information regarding Disability Support Services can be found in the [WWCC Disability Support Services Procedure Manual](#).

Child Care

The Walla Walla and Clarkston campuses have on-site daycare facilities for student use. For more information, call:

- Walla Walla campus (509) 527-4544
- Clarkston campus (509) 758-1779

Personal Health Insurance

Students are responsible for providing their own injury and illness insurance. All students are required to provide proof of personal health insurance with a minimum of catastrophic health insurance coverage before being allowed to attend practicum. **The college and the clinical agencies do not assume any financial responsibility for student accidents occurring during the course of their studies.**

Students may purchase an Injury Only healthcare insurance policy at a low cost through [WWCC Student Injury Only Insurance](#).

NOTE: Each student must complete the “Acknowledgment of Insurance Coverage” form in the appendices.

APPENDICES

Nursing Student Policy/Procedure: Safe Medication Administration by Nursing Students

Safe Medication Administration by Nursing Students

As stated in the WWCC Nursing Program Conceptual Framework, the concept of Safety is overarching and integrated throughout the six foundational concept areas of nursing practice. Patient safety is the primary concern for any medication administration performed by nursing students. As such, the following procedures will be followed to ensure safe medication administration.

Orientation to Safe Medication Administration

Students will be provided with both theory and clinical learning experiences related to safe medication administration appropriate to their level of education. Simulated experiences with medication administration skills will be satisfactorily completed in the Skills Practice Lab before a student is allowed to administer medications in the clinical environment with supervision. Students must always be supervised by a licensed nurse/licensed respiratory therapist for any medication administration to a patient. Student orientation to safe medication administration will include, but is not limited to, the following simulated learning experiences:

1. Correct reading and interpretation of a medication order
2. Safe identification of the patient
3. Routes of medication administration, including the nursing judgment required to safely implement the routes of medication administration
4. Safe use of Automated Drug Dispensing Devices (ADDDs) and other medication dispensing systems
5. Processes for administration of controlled substances, medication wastage, and monitoring for drug diversion
6. Medication reconciliation procedures
7. Accurate dosage calculation
8. Correct documentation of medication administration

Students will complete training on ADDDs using an online tutorial and on “SmartCarts,” in the Nursing Skills Lab prior to the use of such in the clinical setting. In addition, students will receive an on-site orientation(s) to agency-specific ADDDs, with supervision, by a licensed nurse (instructor or preceptor). Information regarding safe medication administration procedures will be provided in the instructor’s Clinical Expectations document and/or on the online Learning Management System (e.g., Canvas), and will be available via the clinical agency’s Policies and Procedures. Students may not legally sign for wastage of controlled substances. Signing for the wastage of controlled substances is outside the scope of practice of student nurses.

Evaluation of Medication Administration Competency

The Medication Competency Test is a multiple-choice/multiple-response/fill-in-the blank test. It is separated into two components: Dosage Calculation and Safe Effective Medication Administration. Students will be evaluated each quarter of the Nursing Program to determine medication administration proficiency by the use of these exams that measure knowledge of pharmacology, medication administration techniques, and safe dosage calculation. The exams

will cover content taught in the previous quarter. (Exception: Fall quarter, Level I nursing do not have these exams).

Dosage Calculation Exam: On the Dosage Calculation component, students must achieve 90% correct to pass the practicum course. If less than 90% is achieved, the student will be encouraged to self-remediate, or seek additional help, and is required to re-test at approximately mid-quarter. The re-test will cover similar dosage calculation content; however, the original test score will be recorded for the grade. If 90% is not achieved on the second attempt of the Dosage Calculation component, the student will be allowed a third and final attempt near the end of the quarter. If 90% is not achieved on the third/final attempt, the student will receive a “C-” grade in the practicum course for that quarter and will not be allowed to progress.

Safe and Effective Medication Administration Exam: On the Safe and Effective Medication Administration component, a score of 75% is considered passing. If the student does not achieve a 75% on the first attempt, they will be encouraged to self-remediate, or seek additional help, and required to re-test one time. On the re-test, should the student achieve less than 75%, their score will remain unchanged; should they raise their score to > 75%, their score would be increased to (but no more than) 75% of the available points.

Documentation of Student Medication Errors and Alleged Diversion

As mandated by the Washington State Nursing Care Quality Assurance Commission (NCQAC), the Nursing Program will complete documentation of actual student medication errors (or potential student medication errors called “near misses”) and alleged diversion of drugs and report these errors to the NCQAC as required. All student medication errors will be documented on the WWCC “Unusual Occurrence/Practicum Incident Report” form by the student and supervising clinical instructor and will be kept in a confidential file in the Nursing Program Office. This form may be replaced by forms provided for this purpose by the NCQAC.

Documentation of Medication Administration Errors or Alleged Drug Diversion must include:

1. The date and nature of the event
2. The names of the student or faculty member involved
3. The name of the clinical faculty member responsible for the student's clinical experience
4. Assessment of findings and suspected causes related to the incident or root cause analysis
5. Nursing education program corrective action
6. Remediation plan, if applicable
- 7.

Principles of “Just Culture,” Fairness, and Accountability Implemented in the Nursing Program Response to Medication Administration Errors or Alleged Drug Diversion

Open reporting and participation in error prevention and improvement are facilitated by the use of the principles of “Just Culture.” Most medication administration errors are unintentional behavioral choices where risk is not recognized. However, there are rare instances where a student makes the conscious behavioral choice to disregard a substantial and unjustifiable risk which results in a medication administration error. A careful review of mistakes, errors, and “near misses” facilitates learning from such occurrences and identifies opportunities for process and system improvement.

With this in mind, all error incidents will be reviewed by the Nursing Program with the intent of:

1. Determining the cause and contributing factors of the incident;
2. Preventing future occurrences
3. Facilitating student learning
4. Using the results of incident assessments for on-going program improvement
- 5.

Nursing Program Responses to Medication Administration Errors or Alleged Drug Diversion

Nursing Program responses to medication administration mistakes are dependent on the student's level in the Nursing Program and most often are in the form of system improvement or individual coaching, education, counseling, and/or remediation in the Nursing Skills Lab environment. The response focuses on the behavioral choice of the individual, not merely the fact that an error occurred.

Disciplinary actions, up to dismissal from the Nursing Program, may be taken for a student who either:

1. Recklessly disregards patient safety with medication administration, or
2. Has an incident of confirmed drug diversion

Nursing Student Policy/Procedure: Skills and Medication Competency for Returning or Transfer Students (updated 9.19.22)

Students who are returning to or transferring into the WWCC Nursing Program will be required to demonstrate competency in:

- Nursing skills taught in quarters prior to entry/re-entry and pass the Skills Performance Testing within 3 attempts by the end of the second week of the quarter. For returning students, the Admission Progression Committee will have the discretion of requiring additional skills testing based on exit interview recommendations.
- Proficiency on the previous quarter's Dosage Calculation exam (must receive 90% correct within 3 attempts) and Medication Administration exam (must receive 75% correct within 2 attempts) by the end of the second week of the quarter. (Exception: Students returning to Winter quarter, first-year nursing will have a Dosage Calculation and Medication Administration assessment upon entry to determine skill level, no mandatory passing score required.)

Testing will be completed by level leads or their designees. If a student is unable to pass the Skills Performance Testing and/or Dosage Calculation test within 3 attempts by the end of the second week of the quarter, the student will not be allowed to progress and will be advised to withdraw from the nursing courses.

Procedure for Nursing Skills Validation

1. Upon registration for the nursing courses, the student will receive a list of clinical skills, procedures, websites and video sites for the student to review prior to a supervised lab practice day. The Nursing Skills Lab Educator will schedule a time for a group demonstration of these skills. Supervised practice time by the Lab Educator will be provided for the remainder of the day. During this time, all skills should be practiced, including those skills on which the student will NOT be tested.
2. Students may arrange with the Lab Educator for independent practice time after the orientation day. It is the student's responsibility to arrange this practice time. Students should feel free to ask the Lab Educator or lead instructor for assistance, if needed, during practice.
3. After the supervised and independent practice time, it is the student's responsibility to contact the Lab Educator to schedule a time for Skills Performance Testing. Failure to schedule practice sessions far enough in advance may prevent the student's successful completion of the testing before the end of the second week of the quarter. There will be no provision made for students who wait until the "last-minute" to test.

4. The student will arrange with the level lead or their designee to take the Dosage Calculation and Medication Administration exams from the previous quarter.

Clinical Skills by Quarter

Entering Winter Quarter, First Year

1. Practice:
 - a. Head-to-toe physical assessment
 - b. Foley catheter insertion
 - c. Clean dressing change
 - d. Medication administration: oral, IM (sites), SQ, nasal, otic, ophthalmic, inhaled, transdermal, and topical
2. Skills to be tested:
 - a. Sterile Skills: Foley catheter insertion

Entering Spring Quarter, First Year

1. Practice:
 - a. Head-to-toe physical assessment
 - b. Foley catheter insertion
 - c. Clean dressing change with sterile set-up
 - d. Tracheostomy suctioning
 - e. Medication administration: oral, IM (sites and Z-track), SQ (insulin) nasal, otic, ophthalmic, inhaled, transdermal, and topical
 - f. Primary IV and Secondary IV (IVPB) administration with and without a pump
2. Skills to be tested- Students will randomly select and test on ONE of the following skills:
 - a. Sterile Skills: Foley catheter insertion, Clean dressing change with sterile set-up, or Tracheostomy suctioning
 - b. Parenteral Medications: IM (including Z-track and SQ (insulin)
 - c. Primary IV and Secondary IV (IVPB) administration

Entering Fall Quarter, Second Year

1. Practice:
 - a. Head-to-toe physical assessment
 - b. Foley catheter insertion
 - c. Clean dressing change with sterile set-up
 - d. Tracheostomy suctioning

- e. Medication administration: oral, IM (sites and Z-track), SQ (insulin) nasal, otic, ophthalmic, inhaled, transdermal, and topical
 - f. Primary IV and Secondary IV (IVPB) administration with and without pump
 - g. NG intubation and medication administration
2. Skills to be tested- Students will randomly select and test on ONE of the following skills:
- a. Sterile Skills: Foley catheter insertion, Clean dressing change with sterile set-up, or Tracheostomy suctioning
 - b. Parenteral Medications: IM (including Z-track) and SQ (insulin)
 - c. Primary IV and Secondary IV (IVPB) administration

Entering Winter Quarter, Second Year

1. Practice:
- a. Focused physical assessment
 - b. Foley catheter insertion
 - c. Tracheostomy suctioning
 - d. Central Venous Access Devices (management and dressing change)
 - e. NG intubation and medication administration
 - f. IM, SQ, and IVPB medication administration
 - g. IV push medications
 - h. Blood administration
 - i. IV starts
2. Skills to be tested- Students will randomly select and test on ONE of the following skills:
- a. Sterile Technique: Foley catheter insertion, Tracheostomy suctioning or CVAD dressing change
 - b. Parenteral Medications: IM (including Z-track), SQ (insulin), Secondary IV (IVPB), or IV Push
 - c. Blood Administration
 - d. IV Start

Entering Spring Quarter, Second Year

1. Practice:
- a. Focused physical assessment
 - b. Foley catheter insertion
 - c. Tracheostomy suctioning
 - d. NG intubation and medication administration
 - e. IM, SQ, IVPB, and IV push medication administration
 - f. Blood administration
 - g. Central Venous Access Devices (management and dressing change)

- h. IV starts
 - i. Chest Tube Management
 - j. Patient-Controlled Analgesia (PCA)
 - k. Parenteral Nutrition
2. Skills to be tested- Students will randomly select and test on ONE of the following skills:
- a. Sterile Technique: Foley catheter insertion, Tracheostomy suctioning or CVAD dressing change
 - b. Parenteral Medications: IM (including Z-track), SQ (insulin), Secondary IV (IVPB), or IV Push
 - c. Blood Administration
 - d. IV Start

UNUSUAL OCCURENCE REPORT

Student Name: _____

Instructor's Name: _____

Date report completed: _____

This form is to be completed by the student and the faculty member together. The completed form is to be submitted to the Level Lead.

Occurrence Demographics	Recipient of Unusual Occurrence
<p>Date: _____</p> <p>Time: _____</p> <p>Location of event: _____</p> <p>Category of Event: (check one)</p> <p><input type="radio"/> Error</p> <p><input type="radio"/> Near Miss</p> <p><input type="radio"/> Fall</p> <p><input type="radio"/> Other: _____</p>	<p>Who was the recipient of the Unusual Occurrence?</p> <p><input type="radio"/> Patient</p> <p><input type="radio"/> Visitor</p> <p><input type="radio"/> Staff</p> <p><input type="radio"/> Student</p> <p><input type="radio"/> Other (specify): _____</p> <p>Status of the recipient of the Unusual Occurrence:</p> <p><input type="radio"/> No Harm</p> <p><input type="radio"/> Harm</p> <p><input type="radio"/> Death</p> <p><input type="radio"/> Other (specify): _____</p>

Type of Incident
<p><input type="radio"/> Medication error:</p> <ul style="list-style-type: none"> <input type="radio"/> Wrong dose/rate <input type="radio"/> Wrong route <input type="radio"/> Wrong client <input type="radio"/> Wrong drug/solution <input type="radio"/> Wrong time/delayed/out of sequence <input type="radio"/> Adverse/allergic reaction <input type="radio"/> Extra dose/ repeated <input type="radio"/> Omission <input type="radio"/> Patient self-medicated <input type="radio"/> Other (specify): _____ <p><input type="radio"/> Needle stick (complete "Needle Stick and Sharp Object Injury and Body Fluid Report")</p> <p><input type="radio"/> Blood/Pathogen exposure</p> <p><input type="radio"/> Fall event</p> <ul style="list-style-type: none"> <input type="radio"/> Witnessed: Yes _____ No _____ <input type="radio"/> Assisted to the floor: Yes _____ No _____ <input type="radio"/> Fall from: _____ <p><input type="radio"/> Injury to body</p> <p><input type="radio"/> Failure to assess and/or respond to an adverse change in client condition</p> <p><input type="radio"/> Breach of confidentiality</p> <p><input type="radio"/> Other: _____</p>
Unusual Occurrence Description

Describe event in detail here: _____

Instructor Initials: Student Initials:

Reflection on Contributive/Causative Factors

- Medication Error:
 - Allergy not documented
 - Assessment inaccurate/Incomplete
 - Drug not documented as given
 - Drug not checked with order/MAR
 - Drug not available
 - MAR misread/misinterpreted/ incomplete
 - Medication not scanned
 - Drug name similarity with other drug
 - Overlooked medication
 - Client refused/ unavailable
 - Other (specify): _____

 - Inadequate communication
 - Inadequate preparation and/or knowledge for providing patient care
 - Deviation from protocols
 - Equipment or medical device malfunction
 - Environmental safety – for self, patient or others
 - Inappropriate or inadequate supervision or assignment by faculty, preceptor, other student, health care team, patient, or visitor
 - Interruptions/Distractions
 - Client factors-for example, combative, agitated etc. (Specify): _____
 - Technical knowledge deficit
 - Other: _____
- _____

Follow-Up Action

Who was alerted?

- WWCC Faculty-specify name(s): _____
- WWCC Nursing Administration-specify name and title of the individual(s): _____

- Patient
- Patient's family-specify: _____
- Healthcare Provider-specify: _____
- Other: _____
- Unknown

Inform clinical agency:

- Yes-specify name and title of individual(s): _____
- No
- Unknown
- N/A

Agency incident report completed:

- Yes (specify who completed the agency report): _____

- No
- Unknown
- N/A

Root Cause Analysis- Changes occurring as result of incident:

- System changes
- Policy changes
- Practice changes
- Curriculum changes
- Nothing at present
- Other: _____
- Unknown
- N/A

Measures to prevent his type of incident from occurring in the future: _____

Instructor Initials: Student Initials:

NEEDLE STICK AND SHARP OBJECT INJURY AND BODY FLUID EXPOSURE REPORT

Student Name: _____

Instructor Name: _____

Birthdate: _____ SID# _____

Date of Injury: _____

Where did the injury occur? (check one)

- | | |
|--|---|
| <input type="checkbox"/> Patient Room | <input type="checkbox"/> Venipuncture |
| <input type="checkbox"/> Outside Patient Room (hallway, nurse's station, etc.) | <input type="checkbox"/> Dialysis Facility |
| <input type="checkbox"/> Emergency Department
EMG, etc.) | <input type="checkbox"/> Procedure Room (X-ray, |
| <input type="checkbox"/> Intensive/Critical Care Unit | <input type="checkbox"/> Clinical Laboratories |
| <input type="checkbox"/> Operating Room | <input type="checkbox"/> Autopsy/Pathology |
| <input type="checkbox"/> Outpatient Clinic/Office | <input type="checkbox"/> Blood Bank |
| <input type="checkbox"/> Service/Utility Area (laundry, central supply, etc.) | |
| <input type="checkbox"/> Other, describe _____ | |

Was the source patient known? (check one)

- yes no unknown not applicable Medical Record # _____

Was the injured worker the original user of the sharp item? (check one)

- yes no unknown not applicable

Was the sharp item: (check one)

- contaminated (known exposure to the patient or contaminated equipment)
 uncontaminated (no known exposure to pt. or contaminated equipment)
 unknown

For what purpose was the sharp item originally used: (check one)

- unknown/not applicable
 injection, intramuscular/subcutaneous, or other injection through the skin (syringe)
 heparin or saline flush (syringe)
 other injection into (or aspiration from) I.V. injection site or I.V. port (syringe)
 to connect I.V. line (intermittent I.V./piggyback/I.V. infusion/other I.V. line connection)
 to start I.V. or set up heparin lock (I.V. catheter or Butterfly™ –type needle)
 to draw a venous blood sample
 to draw an arterial blood sample (ABG)
 to obtain a body fluid or tissue sample (urine/CSF, Amniotic fluid/other fluid, biopsy)

- fingerstick/heel stick
- suturing
- cutting (surgery)
- electrocautery
- to contain a specimen or pharmaceutical (glass items)
- other, describe _____

Did the injury occur: (*check one*)

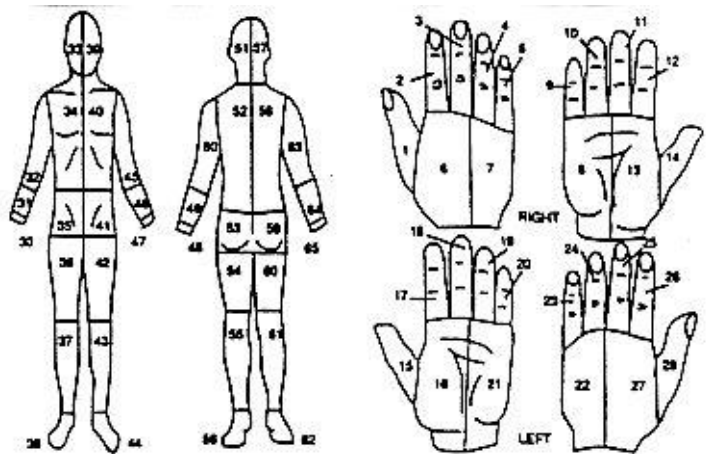
- before use of the item (item broke or slipped, assembling device, etc.)
- during use of the item (item slipped, patient jarred item, etc.)
- between steps of multistep procedure (between incremental injections, passing instruments, etc.)
- disassembling device or equipment
- in preparation for reuse of reusable instrument (sorting, disinfecting, sterilizing, etc.)
- while recapping a used needle
- withdrawing a needle from rubber or other resistant material (rubber stopper, I.V. port, etc.)
- other after use, before disposal (in transit to trash, cleaning up, left on the bed, table, floor, or other inappropriate place, etc.)
- from item left on or near disposal container
- while putting the item into the disposal container
- after disposal, stuck by item protruding from the opening of a disposal container
- after disposal item protruded from trash bag or inappropriate waste container

What device or item caused the injury?

Mark the location of the injury:

If the item causing the injury was a needle, was it a “safety design” with a shielded, recessed, or retractable needle?

- yes
- no/not applicable



Was the injury: *(check one)*

- superficial *(little or no bleeding)*
- moderate *(skin punctured, some bleeding)*
- severe *(deep stick/cut, or profuse bleeding)*

Describe the circumstances leading to this injury:

Instructor Initials: _____ Student Initials: _____

BODY FLUID EXPOSURE:

Which body fluids were involved in the exposure? *(check all that apply)*

- blood or blood product
- vomit
- CSF
- peritoneal fluid
- pleural fluid
- amniotic fluid
- urine
- other,
describe _____

Was the exposed part: *(check all that apply)*

- intact skin
- non-intact skin
- eye(s)
- nose
- mouth
- other,
describe _____

Did the blood or body fluid: *(check all that apply)*

- touch unprotected skin
- touch skin through gap between protective garments
- soak through protective garments
- soak through clothing

Which protective items were worn at the time of the exposure? *(check all that apply)*

- single pair latex/vinyl gloves
- double pair latex/vinyl gloves
- goggles
- eyeglasses
- faceshield
- surgical mask
- surgical gown
- plastic apron
- lab coat, cloth
- lab coat, other _____
- other, describe _____

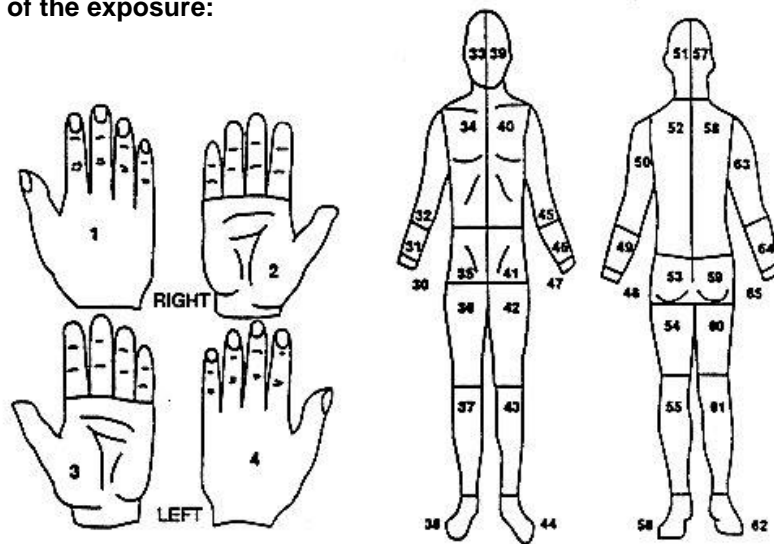
Was the exposure the result of: (check one)

- direct patient exposure
- touched contaminated equipment
- specimen container leaked/spilled
- touched contaminated drapes/sheets/gowns, etc.
- specimen container broke
- unknown

Estimate the quantity of blood or body fluid in contact with your skin or mucous membranes:
(check one)

- small amount (up to 5 cc, or up to a quarter cup)
- moderate amount (up to 50 cc, or up to a quarter cup)
- large amount (more than 50 cc)

Mark the size and location of the exposure:



Describe the circumstances leading to this exposure:

____ Student Initials _____

Instructor comments:

____ Instructor Initials _____

ATI “FAQ” Sheet

1. **Q:** “Why do we have to have ATI tests? They are a waste of time.”

A: According to the literature, students who have completed a minimum of 1000 computerized test questions during their nursing education have a far greater chance of success on the NCLEX-RN than those students who have not. Multiple graduates, who while in the program did not like having to take ATI tests, have returned later after taking the NCLEX-RN and lauded ATI and thanked us for requiring it. ATI is an integral part of our program and here to stay.

2. **Q:** “Why can’t we get the answers to the questions on the proctored ATI tests? They don’t help me learn.”

A: The proctored ATI tests are not designed to be a learning tool. They are designed to assess your knowledge about certain topics related to nursing. For each ATI test, a printout of the results is available which provides the learner with the topics of questions the student did not answer correctly. This is designed to aid the student in focusing subsequent studies. However, the online practice ATI tests are designed as a learning resource and do provide rationales for the answers to all questions.

3. **Q:** “Why are there things on the ATI tests that were not covered in our theory class content? That’s not fair.”

A: It is fair to expect students to be accountable for previously learned knowledge as well as relevant information currently provided in ATI review modules, ATI’s website, required textbooks and suggested learning resources. ATI tests cover nursing subjects in greater breadth than can be delivered in a few classes. For example:

- a. The Maternal-Newborn ATI test covers information provided in both years of the program; both normal labor and delivery taught in first year, as well as high risk maternal-newborn taught in second year.
- b. The Medical-Surgical Cardiac & Respiratory content, for example, covers content taught in both years over a number of quarters.
- c. The Mental Health test covers concepts taught in first year as well as the first two quarters of second year.
- d. The Management test covers concepts taught in first year, second year, and in all of the Ethics and Policy in Healthcare courses.

It is inevitable that ATI tests, which are nationally standardized and designed to represent nursing’s body of knowledge on particular topics, will ask questions on topics or medications about which you have no knowledge. That is ok; what we are seeking to ascertain is if you have sufficient knowledge to care for patients safely and manage care effectively. You are not expected to know everything. Regularly, students who score 70-80% of the questions correct are in the upper 90th percentile in the nation. Again, we are assessing if you have sufficient knowledge – not that you know everything.

If you are struggling with ATI tests, it would be a good idea to review the “Testing and Remediation” module in NurseLogic 2.0 that is found in your ATI tutorials. Begin by reading the section that is entitled “Preparing for Standardized Tests.” Then go through the rest of the module: “Critically Reading Test Items”, “Testing Taking Strategies”, etc.

4. **Q:** “What is the correlation between ‘Level II Proficiency’ and the grade we get?”

A: The Level II Proficiency Score (or designated percent score on a Comprehensive Predictor examination) is used to identify those persons who have and have not mastered the specific content at the designated level. Those who do not achieve the Level II Proficiency score (or designated percent score on a Comprehensive Predictor exam) are required to remediate and retake the failed ATI test one time. This provides the student with an opportunity to (1) demonstrate mastery of the content and (2) raise their earned test score up to (but not higher than) 75% of the available points.

Your achieved Proficiency Level will appear on your test report in the upper right-hand corner, just under your “Adjusted Individual Total Score.” ATI Proficiency Levels are established by nursing experts from across the nation and are different for each ATI test. The “Level II Proficiency” is actually a range of scores; for our purposes, the minimum score of the Level II proficiency range will yield 75% of the available points. (See below for how the grade is calculated). The number of points possible for each ATI test is determined by the Level faculty.

5. **Q:** “How are the points calculated based on my ATI scores? Can I figure it out for myself?”

A: Yes. Here is how it works:

Step 1. Multiply the available points by 75%. (Example: if an ATI test is worth 30 points, 75% would be 22.5 points).

Step 2. Divide the Level II Proficiency minimum score, or designated percent score, by the product of Step 1. (Example: if the minimum Level II Proficiency score for a particular ATI test was 61.7%, divide 61.7 by 22.5, this would yield 2.74). (Faculty can provide the Level II Proficiency minimum score).

Step 3. Divide the score percent you achieved on the ATI test by the quotient of Step 2. (Example #1: if you achieved a score of 75% on your ATI test, divide 75 by 2.74, this would yield a score of 27.37 points out of 30 points possible). (Example #2: if you achieved a score of 58.3% on your ATI test, divide 58.3 by 2.74, this would yield a score of 21.27 points out of 30).

6. **Q:** “Why can’t the points for the ATI tests be included in ‘activity points’ instead of ‘tests only’ points? We don’t like that it affects our test grade.”

A: ATI tests assess your knowledge and ability to process information to arrive at correct deductions just as much as our other tests do. As such, they are a valid assessment and the scores belong with other test scores. Secondly, we have been using ATI successfully for years in this program. In years past when ATI test scores were NOT included in “tests only” points, students, recognizing that there was little weight associated with the tests and that it had minimal impact on their grade, failed to take the ATI testing seriously and failed to apply themselves to achieving their very best. In turn, they failed to gain the body of knowledge necessary to demonstrate that they had sufficient mastery of the content. To help students understand the importance of studying to do their very best on ATI tests, faculty have – and will continue to – place ATI test scores with other “tests only” scores.

MEDICAL RELEASE FORM

To ensure student and patient safety, students who have been under a physician's care for an injury, surgery, or temporary disability may be required to provide a Nursing Program Medical Release Form from their physician or other healthcare provider before being readmitted to the Practicum Area (see Nursing Student Policy/Procedure: Practicum and Nursing Skills Lab Expectations and Evaluation Procedures).

Please have your healthcare provider complete the following Medical Release information prior to your return to the clinical environment.

Student Name: _____

Date: _____

Please check:

_____ Able to fully participate in Nursing Program activities, including clinical, where lifting, walking, stooping, kneeling, and communicating (verbal and written) are required.

_____ Able to participate in Nursing Program activities with the following limitations (please be specific):

Duration of the above limitations:

Healthcare Provider's Name (please print):

Healthcare Provider's Signature:

Healthcare Provider's Phone Number: (____) _____

Healthcare Provider's

Address: _____

STUDENT NURSE LABORATORY TEST RESULTS CERTIFICATE OF AGREEMENT

Under the suspicion of substance use/abuse, I understand that testing must occur within one hour and, if transportation to a testing facility is required, I may not transport myself.

I hereby authorize _____ to perform a urinalysis and blood tests to determine the use of alcohol and/or controlled substances on specimens provided by me. I authorize Walla Walla Community College Nursing Program to receive these results and utilize the results of this test to determine suitability for continued enrollment in the Nursing Program.

Name (Please Print)	Student ID Number
Signature	Date
Witness	Date

I hereby refuse to agree to the above testing and realize that my refusal **will** result in immediate suspension from the program.

Student Signature	Date
Witness	Date
Witness	Date

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STUDENT SIGNAGE PAGES

The following pages must be signed and returned to the designated Lead Instructor by the assigned due date.

Please note: Students **may not attend clinical** until these signed pages are returned to the Lead Instructor.

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ATI CONTRACT

I, the undersigned, acknowledge that:

As per the WWCC Nursing Student Handbook and nursing course syllabi, I am required to take standardized nursing tests (proctored online ATI tests) throughout the Nursing Program.

Should I fail to achieve the designated proficiency level or designated percent score on an ATI test, I am required to retake the designated test one time. With the retake, I have the opportunity to improve my score on the failed ATI test up to (but not beyond) 75% of the available points.

Should I fail any proctored ATI test, it is my responsibility to self-remediate before I re-take the failed test. I may not retake an ATI test within 48 hours of failing the test.

If I fail an ATI test, remediation materials are provided on the ATI website as a Focused Review. If other remediation materials beyond the ATI Focused Review are desired, I should contact my advisor (or the designated instructor, if applicable) for further help.

I may retake the failed ATI test at the scheduled retake times throughout the quarter. These scheduled retake times will be arranged with the testing center/computer lab or the designated instructor, when applicable. Please see the calendar for retake times.

If I do not complete an ATI Comprehensive Predictor examination by the end of spring quarter, second-year nursing, I will receive an incomplete grade for that course and have two weeks into the subsequent quarter to resolve the incomplete grade.

Printed

Name _____

Signature:

Date: _____

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PROGRESSION TO LEVEL II STUDENT ACCEPTANCE STATEMENT

Having thoroughly read the current Nursing Admission Guide during my application process, I acknowledge and accept that I will not be allowed to progress to the second year of the Nursing Program until I have complete ALL of the Nursing Degree Requirement support courses with a "C" (2.0) grade or better (Nursing Student Policy/Procedure: Admission to the Nursing Program).

Nursing Degree Requirements before the start of Fall quarter will not be allowed to begin Nursing Core Courses. Minimum GPA requirement: 2.0 for all college-level classes.

1. BIOL& 160, General Biology w/lab (5 credits)
2. BIOL& 241, Human A & P I (5 credits)
3. BIOL& 242, Human A & P II (5 credits)
4. BIOL& 260, Microbiology (5 credits)
5. CHEM& 110, Chemical Concepts w/lab (5 credits)
6. ENGL& 101, English Composition I (5 credits)
7. MATH& 146, Intro to Statistics (must have MATH prefix) (5 credits)
8. NUTR& 101, Nutrition (5 credits)
9. PSYC& 100, General Psychology (5 credits)
10. PSYC& 200, Lifespan Psychology (5 credits)

Additional Nursing Degree Requirements Prior to Beginning Year Two Nursing

1. ENGL& 102, English Composition II or other Communication class from the distribution list (5 credits)
2. HUMANITIES from the Humanities distribution list (10 credits)
 - a. Humanities must be selected from at least two disciplines from the WWCC Master List of Transfer Courses, no more than 10 credits allowed from any one discipline, no more than 5 credits in foreign language at the 100 level, no more than 5 credits in performance/skills courses are allowed.

Printed Name: _____

Signature: _____

Date: _____

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ACKNOWLEDGMENT OF INSURANCE COVERAGE

I am aware that during the practicum and/or lab experience in which I am participating under the arrangements of Walla Walla Community College, certain dangers may occur, including, but not limited to, the following:

Infectious conditions, needle punctures, allergic reactions, musculoskeletal injuries, etc.

In consideration, and as part payment for the right to participate in this practicum and/or laboratory experience and the other services of Walla Walla Community College, I have and do hereby assume all the risks involved and will hold the State of Washington, Walla Walla Community College, its employees, agents, and assigns, harmless from any and all liability actions, causes of action, debts, claims, demands of every kind and nature whatsoever, which may arise from or in connection with participation in any activities arranged for me by Walla Walla Community College. The terms hereof shall serve as a release and assumption of risk for the heirs, executors, administrators, and members of my family, including minors.

All students are required to provide proof of personal health insurance with a minimum of catastrophic health insurance coverage. If a student's personal health insurance coverage is cancelled at any time while the student is in the WWCC Nursing Program, the student will immediately notify the Nursing Program Administrative Staff.

I have provided proof of my insurance to the Nursing Program Administrative Staff (information below):

Insurance Information:

Policy Holder's Name: _____ Policy #

Insurance Company:

Student Name (please print):

Student Signature:

Date: _____

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INVASIVE PROCEDURES CONSENT FORM AND STUDENT AGREEMENT FOR USE OF PRACTICE AND INVASIVE KITS

I, _____, have read and understand my ethical responsibilities as outlined in the American Nurses Association Code of Ethics for Nurses and the Nursing Student Policy/Procedure: Invasive Procedures.

In accordance with these principles, I agree to use kits intended for practice on manikins only on those manikins and on equipment intended for that purpose. I also agree to use invasive kits for peer practice on my peers only **and** in the presence of a WWCC instructor only. I understand that the intentional misuse of this equipment will be considered unethical conduct and such conduct will be brought before the Level for disciplinary action, up to and including possible dismissal from the Nursing Program.

I understand the risks, discomforts, and benefits listed in the Nursing Student Policy/Procedure: Invasive Procedures and my questions have been answered. I agree to participate as a subject in these optional learning experiences.

- Check all that you agree to:**
- Eye drop administration
 - Finger stick to check glucose Intradermal injections Intramuscular injections
 - Subcutaneous injections Intravenous (IV) starts (2nd year students only)

Student Signature _____
Instructor Signature _____
Date _____

OR

I, _____ **do not agree to participate as a subject** in any learning activities involving invasive procedures. I understand I must complete an Alternative Learning Activity. It is the responsibility of the student to contact the instructor to arrange alternative learning activities.

Student Signature _____
Instructor Signature _____
Date _____

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EXPECTATIONS IN REGARD TO PLAGIARISM and ACADEMIC DISHONESTY (“CHEATING”)

According to the ANA Code of Ethics for Nurses, it is expected that all students demonstrate integrity and assume responsibility and accountability for their actions.

Please read the follow procedure and **place your initials on the line beside each section**, then sign and date at the bottom of this form and turn into the level lead.

___1) Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own.

A student must give credit to the originality of others and acknowledge indebtedness whenever:

___a. directly quoting another person’s actual words, whether oral or written;

___b. using another person’s ideas, opinions, or theories;

___c. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;

___d. borrowing facts, statistics or illustrative material; or

___e. offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

People’s ideas may be contained in written text, visual text, multi-media products, including websites, music, and written text.

___2) Any student who aids or abets the accomplishment of such activity as defined in subsection one (1) above shall also be subject to reasonable action by the instructor as defined below.

___3) An instructor may take reasonable action against any student who is deemed to have been guilty of plagiarism or academic dishonesty. The course of action might include, but not be limited to:

a. student receives a warning;

b. student receives a lowered grade;

c. student receives a failing grade for the course;

d. student dropped from the course;

e. student be referred to the Director of Campus Life (conduct officer) for violation of the Student Code of Conduct

___4) An instructor taking action against any student for an act of academic misconduct may report such action to the Vice President of Instruction and the Student Conduct Officer , as soon as possible, but no later than five working days after the incident. Any student subject to the action of an instructor for a violation of this section may seek review of that action by referring to the Grievance Procedure for Instructional Issues.

Printed Name: _____

Signature: _____

Date: _____

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WWCC NURSING STUDENT AFFIRMATION FORM

- _____ I understand that as a nursing student I am a member of a profession which places me in a position of confidence requiring the utmost discretion and professionalism to protect those with and for whom I work. I acknowledge that as a member of the nursing profession I have a responsibility to act in a manner consistent with the essential attributes of the profession. In this regard:
- _____ I agree to protect the privacy of faculty, peers, patients and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a WWCC nursing student. In addition, I agree not to inappropriately disclose confidential information about my agency or institution that is disclosed to me in my capacity as a WWCC nursing student. I will adhere to HIPAA guidelines.
- _____ I will not share assigned Electronic Health Record (EHR) log-in information with another student or staff member.
- _____ I will read the syllabus for each of the nursing courses I will attend this academic year. I understand that the grading criteria for each course are explained in the syllabus.
- _____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses.
- _____ I will maintain and uphold the policies of WWCC and the ANA Code of Ethics for Nurses related to academic integrity, ethics, and professional conduct. I will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing or copying another's assigned work, lying about any situation, and/or forgery of another person's name.
- _____ I understand that signing the name of my instructor, or other healthcare professional, to any document constitutes forgery.
- _____ I will not recreate any items or portions of any test/quiz for my own use, or for use by others during my enrollment in the WWCC Nursing Program.
- _____ I will not accept or access any unauthorized information related to any test/quiz administered during my enrollment in the WWCC Nursing Program.
- _____ I will sign my own papers and other documents and will not sign or initial any other student's name to anything, including class roster.
- _____ I will not allow any student access to any of my paperwork for the purpose of copying.
- _____ I will not discuss or post any information about faculty, peers, patients, family members, or any clinical facility on any electronic venue (i.e. My Space, Facebook, Twitter, cell phones, etc.). Nor will I leave/save any patient, family, faculty, clinical facility or student information on any open access desktop or hard-drive.
- _____ I understand that marijuana is defined as an illegal substance by the Federal Government.
- _____ I understand that a clinical agency may require me to take a random drug screening test as a requirement for participating in clinical.

Student's Signature

Date

Student's Printed Name

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STUDENT ACCEPTANCE STATEMENTS

CLINICAL SCHEDULE ACCEPTANCE STATEMENT

_____ I understand that during the course of the WWCC Nursing Program I will be assigned to clinical rotations in which I may be required to work during day, evening, night, and weekend shifts. I also understand that the length of shifts may vary and may last up to 12.5 hours. I further understand that I may be required to travel to distant clinical sites and am responsible for my own transportation. I accept and will abide by the clinical assignment scheduling terms above. I will not independently contact a clinical agency to attempt to arrange or modify clinical placement.

PERMISSION FOR WWCC TO SHARE STUDENT INFORMATION WITH CLINICAL SITES

_____ I understand and accept that clinical agencies may request my personal information from Walla Walla Community College, including, but not limited to: full name, date of birth, social security number, copies of background check reports, drug screening results, and TB screening and vaccination status. I accept and understand this information will be shared only where absolutely necessary and will be transmitted via the most confidential means possible (encrypted email or other equally secure means).

I further understand that unwillingness to share personal information may prevent acceptance into certain clinical agencies.

MERGED CLASSROOM ACCEPTANCE STATEMENT

_____ I understand and accept that Nursing classes at the Walla Walla and Clarkston campuses are merged in the Canvas online classroom. I understand that while other students will not be able to see my grades, my name will be visible.

NURSING STUDENT HANDBOOK ACCEPTANCE STATEMENT

_____ Having read all of the 2022-23 WWCC Nursing Student Policies and Procedures as specified in this Nursing Student Handbook, I understand and accept the responsibilities of my role as a nursing student at Walla Walla Community College. I agree to abide and be bound by these policies as a condition of enrollment in and graduation from the program. I have had an opportunity to have my questions satisfactorily answered by a nursing faculty member or the Nursing Program Dean.

Printed Name: _____

Signature: _____

Date: _____

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AUDIENCE RESPONSE POLLING “CLICKER” USE CONSENT FORM

The WWCC Nursing Program requires mandatory use of clicker technology for student responses in various classroom activities.

At the beginning of the year, each student will be assigned a clicker that is to be used by that student only. Use of a clicker not assigned to that student would be considered unprofessional behavior and may result in disciplinary action. The assigned clicker will remain with the student for the entire academic year. Students are expected to come to every scheduled class with the clicker.

Read and initial each statement below signifying that you understand the requirements for use of the clickers.

_____ I understand that I am required to bring my assigned clicker to every nursing class at WWCC.

_____ I understand that my clicker is to be used ONLY by me.

_____ If I fail to bring my clicker to class, I will obtain a temporary replacement clicker for the _____ day per campus policy.

_____ I have my own clicker. I understand that the requirements above apply to me

Initial the following ONLY if you are being assigned a clicker by the Nursing Program

_____ At the end of the academic year or upon any exit point during the year, I will return my assigned clicker to the faculty.

_____ I understand that if I lose or damage the clicker, I must pay the replacement cost. Failure to do so will result in an incomplete for the quarter and/or a financial hold being placed on my college account, preventing access to transcripts and registration for classes.

Printed Name: _____ Clicker

Signature: _____ Date:

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for two-sided printing**

SIMULATION VIDEOTAPING NOTICE

1. I, the undersigned, do hereby acknowledge that Walla Walla Community College, its employees, or agents, have the right to take videotape recordings of me during the Simulation Lab experience while I am a student of the Nursing Program and to use these for educational purposes for students involved in the simulation.
2. I understand that my identity will not intentionally be revealed therein nor be identified by descriptive text or commentary.
3. I understand that there will be no financial or other remuneration for recording me, either for initial or subsequent transmission or playback.
4. I understand that it is the established practice of the Nursing Program to delete the simulation videotape recordings after the participants have had the opportunity to view and discuss the contents with the simulation instructor.
5. I represent that I am at least 18 years of age, have read and understand the foregoing statement, and am competent to execute this agreement.
6. By my signature on this document, I acknowledge that I understand the above information regarding videotaping during the simulation lab experience.

Printed Name: _____

Signature: _____

Date: _____

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for two-sided printing**

LATEX ALLERGY ALERT AND VOLUNTARY DISCLOSURE

Natural Rubber Latex allergy and sensitivities may often be caused or exacerbated by frequent exposure to Latex. It is vitally important for all nursing students to know this because Latex-containing products are present in the Nursing Skills Lab and most clinical settings.

If you have a suspected Latex allergy or sensitivity, you may want to be tested. If you have a Latex allergy or sensitivity that is confirmed by a healthcare provider, you may choose to notify the Nursing Department and contact the WWCC's Disability Services Coordinator to discuss and request reasonable accommodations that might be made for you.

Disclosing that you have a confirmed or suspected Latex allergy or sensitivity is voluntary on your part. Disclosure and a request for reasonable accommodations will not affect your position in the program or in the clinical setting, and is solely to determine whether reasonable accommodations can be made for you.

Whether you choose to disclose the presence or absence of a Latex allergy or sensitivity, we require that you sign this form as notification that you may be exposed to Latex in the WWCC Nursing Skills Lab and/or clinical agency sites.

Please check one of the following:

- Yes, I have a documented Latex allergy or sensitivity.**
- To the best of my knowledge, I do not have a Latex allergy or sensitivity.**
- I choose not to disclose this information**

I understand that I can contact the WWCC Disability Coordinator to discuss and request reasonable accommodations that might be made for me in light of a confirmed Latex allergy or sensitivity.

I understand that I may be exposed to Latex in the WWCC Nursing Skills Lab and/or clinical agency sites.

Printed Name: _____

Signature: _____

Date: _____

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for two-sided printing**

CORONAVIRUS/COVID-19 FACT SHEET and ASSUMPTION RISK FORM

Coronavirus disease (COVID-19) is an illness caused by a virus that can spread from person to person. The virus that causes COVID-19 is a new coronavirus that has spread throughout the world. COVID-19 symptoms can range from mild (or no symptoms) to severe illness.

You can become infected by coming into close contact (about 6 feet or two arm lengths) for 15 minutes in a 24-hour period with a person who has COVID-19. This virus is spread from person to person by both respiratory droplets and aerosolized particles. A cloth facemask may not prevent this infection. You can become infected when a COVID-19 positive person coughs, sneezes, talks or breathes next to you. You may also be able to become infected by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.

A person infected with the coronavirus may be asymptomatic, suffer mild discomfort, or experience severe illness, including death. Persons in the following categories are at high risk of suffering severe illness:

- **Those not fully vaccinated against COVID-19**
- 65 years of older
- Living in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well-controlled, including persons with:
 - Chronic lung disease or moderate to severe asthma
 - Serious heart conditions
 - Immunocompromised
 - People with severe obesity (body mass index [BMI] of 40 or higher)
 - People with diabetes
 - People with chronic kidney disease undergoing dialysis
 - People with liver disease

Students who are at high risk of suffering severe illness or are unvaccinated against COVID-19 must determine whether participating in clinical under COVID-19 pandemic conditions is too dangerous.

The best ways to protect yourself is to avoid being exposed the COVID-19 virus and by becoming vaccinated against the COVID-19 virus. For health care workers, including nursing students and clinical faculty, the risk of contracting COVID-19 is minimized by adhering to the Centers for Disease Control (CDC) infection control guidelines (<https://www.cdc.gov/infectioncontrol/basics/index.html>) when caring for patients/residents during clinical experiences. To participate in the clinical program, students must adhere to 1) standard precautions, 2) isolation precautions by wearing Personal Protective Equipment (PPE) and 3) hand hygiene practices to minimize infection spread when caring for patients/residents during clinical.

Initial Each Box	Requirement
	If I am sick and/or exhibiting any potential signs of COVID-19 infection, e.g., fever (100.4F), shortness of breath, cough, sore throat, runny nose, body aches, loss of smell/taste, diarrhea or vomiting, I will notify my level lead instructor (and clinical instructor if appropriate) immediately, and not attend clinical or come to campus. If the clinical absence is prolonged, this may prevent me from meeting essential program requirements.
	During clinical rotations, I will adhere to infection prevention practices required by the clinical agency and by following the CDC guidelines of implementing standard precautions and isolation precautions when caring for patients/residents.

Assumption of the Risk

I understand and acknowledge that I am currently enrolled in the WWCC Nursing Program and that the Nursing Program operates under the Washington State proclamations and guidelines for health science programs. In order to complete my studies in WWCC Nursing Program, I have chosen to participate in the Nursing Skills Lab and clinical components of my nursing education. I have been instructed regarding universal safety precautions to adhere to while completing my skills lab and clinical experiences. **I understand, however, that in completing my skills lab or clinical experiences during the COVID-19 outbreak, there may be some inherent risks that cannot be eliminated regardless of the care taken to avoid injury/infection. Such risks include, but are not limited to, respiratory failure, organ failure, death, exacerbation of existing health conditions, stress, social-stigmatization, and/or spreading the infection to others.** I voluntarily choose to participate in-person for on-campus classes, Skills Labs, and clinical program with full knowledge that the activities may be hazardous. I voluntarily assume full responsibility for any risks of injury, illnesses, loss, or death. I further voluntarily assume full responsibility for all such damages caused to others by my conduct. **I understand that if I am a person in a high-risk category, I can ask the College to provide reasonable accommodation by postponement of clinical requirements until a later date.**

I certify that I have read and understand, am competent to sign this document and have had the opportunity to have my questions answered. I hereby voluntarily sign this document and knowingly assume the above described risks and responsibilities associated with completing my clinical program at Walla Walla Community College and its assigned lab or clinical facilities.

Signature

Date

Student's Name (full name printed)

Mandatory COVID-19 Vaccine Acknowledgement

I understand that Nursing and Nursing Assistant students must successfully complete clinical coursework in healthcare settings as part of their educational program. Completing clinical experiences in assigned healthcare settings is an essential requirement for successfully accomplishing the learning objectives/outcomes in practicum courses.

I understand that in my role as a Nursing or Nursing Assistant student engaged in clinical practice that I may be at risk of acquiring COVID-19 infection that may result in severe illness or death. I understand that being fully vaccinated and up-to-date with boosters against COVID-19 infection may reduce the chance of harm to myself and to those in my care.

I understand that being fully vaccinated against COVID-19 is one of the mandatory vaccination requirements for the WWCC Nursing or Nursing Assistant Program and that this is based on what clinical agencies require of me to safely care for patients. I understand that I must provide the WWCC Nursing or Nursing Assistant program with acceptable proof of vaccination (attestation of vaccine status is not acceptable). I understand that the WWCC Nursing or Nursing Assistant Program has no ability to give me a medical, religious, or philosophical exemption to this vaccine requirement and that my being able to do clinical is at the sole discretion of the clinical agency. A clinical agency may refuse my entry into their facility and can deny me the opportunity to provide care for patients if they deem that I am a risk to patient safety. I understand that such a restriction would result in my being unable to successfully complete my Nursing or Nursing assistant course of study at WWCC.

I understand that the Nursing and Nursing Assistant programs at WWCC will assign me to a clinical group and are under no obligation to try to find me an alternative clinical placement based on my choice to not comply with this vaccine requirement. I understand that I may be required to have COVID-19 testing as a requirement of clinical placement.

While at the clinical site, I agree to take steps to limit exposure by consistently adhering to universal precautions and wearing appropriate personal protective equipment (e.g. mask, protective clothing, eye covering and gloves) during my clinical practice per the clinical agency's site requirements.

I am advised that the N95 respirator mask offers a level of protection for the wearer from aerosolized and droplet particles that could be inhaled. I understand that the opportunity to fit test for a N95 Respirator mask will be offered by WWCC and that this type of mask could provide me with additional protection against the disease.

I understand that if I have questions on any of the above information related to the COVID-19 vaccination requirement for Nursing or Nursing Assistant students that they can be addressed by Dr. Benjamin Schultze, Dean of Nursing and Allied Health, 509-527-4240 or benjamin.schultze@wwcc.edu .

Acknowledgement of COVID-19 Vaccination Requirement for Nursing and Nursing Assistant Students:

I acknowledge that I have been advised of the above information and have had the opportunity to have my questions answered. I agree to provide the Nursing or Nursing Assistant program with required documentation of my COVID-19 vaccination(s). I acknowledge that additional COVID-19 vaccine requirements for booster shots may be required at a later time.

Name (printed): _____

SID: _____

Name (signature): _____

Date: _____



Appeal/Grievance Form

Name _____

Address _____

1. Please describe the nature of your appeal/grievance:

2. Have you spoken to your faculty advisor about this appeal/grievance? Circle: Yes No
a. If you have not spoken to your faculty advisor, why not?

3. In your words, what is the sought outcome for you regarding this appeal/grievance?

Please attach supporting documentation to this form and submit to

Walla Walla Campus: Rebecca.Manderscheid@wwcc.edu

Clarkston Campus: Debi.Schoonover@wwcc.edu