

**SKAGIT VALLEY COLLEGE  
DISTRICT WIDE  
REGISTERED NURSING  
STUDENT HANDBOOK**



**2023-2024**

# INTRODUCTION

Dear Nursing Student:

Congratulations on your admission to the SVC Nursing Program. The Faculty and I are pleased to participate in your educational process. You have shown motivation and a high level of engagement in the learning process.

The guiding principles of Skagit Valley College are Respect, Integrity, Open and Honest Communication, and Collaboration. As nursing faculty, we strive to incorporate these principles into our daily interactions with all others. Our goal is to impart these values to you, our future Registered Nurses.

We hope that the profession of nursing will provide a fascinating and varied career for you and that you will fulfill your goal of becoming a Registered Nurse. We also hope you leave our program with a lifelong passion for learning. Our program is proud to furnish the first step in your professional education and we urge you to consider a baccalaureate degree following your tenure at SVC.

The Registered Nursing (RN) program is academically rigorous requiring a substantial time commitment from each student. Learning occurs in the classroom, clinical and community sites, campus skill and computer labs, the library and from study in your home environment.

The SVC nursing program is approved by the Washington State Board of Nursing Commission (WSBON) and is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)



3343 Peachtree Rd NE  
Suite 850  
Atlanta, GA 30326  
Telephone: 404-975-5000  
Fax: 404-975-5020  
Web: [www.acenursig.org](http://www.acenursig.org)

Please read this handbook carefully as you will be held responsible for understanding the content. The faculty and I are available to clarify any policy or procedure outlined in this handbook. We wish you success in the program and look forward to helping you achieve your professional goals.

Sincerely,

Shelley Price  
MSN, MEd, RN, CNL  
Dean of Nursing and Allied Health

# Table of Contents

INTRODUCTION.....	2
Mission and Philosophy.....	5
SVC Mission and Nursing Program Mission .....	6
Nursing Program Philosophy.....	6
Student Learner Outcomes .....	6
Relationship between Philosophy and Nursing Competencies/Outcomes: .....	6
Mission and Philosophy Congruency .....	7
SVC NURSING PROGRAM PRINCIPLES .....	8
Integrating Concept Definitions .....	8
Associate Degree Nursing Within the Profession of Nursing .....	8
Nursing Program Curriculum Design .....	8
Course Design.....	8
Educational Theory.....	8
Nursing Laboratory Experience.....	9
Nursing Program Course Progression (For cohorts starting before Fall 2023) .....	9
Nursing Program Course Progression (For cohorts starting Fall 2023 and after) .....	10
ORGANIZATIONAL MAP.....	11
Registered Nursing Dress Code.....	11
Appearance and Hygiene.....	11
Name Tag.....	11
Uniform .....	11
Shoes.....	12
Nails, Hair, Jewelry, and Other.....	12
ACADEMIC ASSISTANCE .....	12
ACADEMIC STANDARDS INTRODUCTION .....	12
ACADEMIC INTEGRITY AND HONOR CODE.....	12
BOOKSTORE/TEXTBOOKS .....	13
CANDLE LIGHTING/PINNING .....	13
CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION.....	13
CAMPUS LAB.....	14
Attendance .....	14
Children in Campus Laboratory and Classrooms .....	14
CLINICAL LAB .....	14
Clinical – Assigned Area.....	14
Clinical – Code Blue/Cardiac Arrest .....	14
Clinical – Direct Patient Care .....	14
COMPUTER / CANVAS USE .....	14
COMPUTER USE RULES .....	15
Standards of Use.....	15
COMPUTER DISCIPLINARY ACTION .....	15
Unacceptable Behaviors .....	15
COMMUNICATION .....	15
COUNSELING/ADVISEMENT .....	15
ACCOMMODATIONS .....	16
Reasonable Accommodation for Disabilities: .....	16
DISCLOSURE STATEMENT/CRIMINAL RECORD SEARCH.....	16
DISCRIMINATION.....	16
EMPLOYMENT .....	16
GIFTS .....	17
GRADING-CLINICAL.....	17
Clinical Progression.....	17
GRADING-THEORY .....	17
CLINICAL EVALUATION TOOL.....	18

Quarterly Course Evaluations.....	18
HAZARDS AND RISKS - WARNING .....	18
LICENSURE PROCESS.....	18
NURSING EVALUATION .....	19
NURSE TECHNICIAN .....	20
PHOTO RELEASE.....	20
PROGRAM POLICY CHANGES.....	20
PROGRAM PROGRESSION POLICIES .....	20
Program Interruption and Re-Entry .....	20
Purpose .....	20
Scope .....	20
Policy.....	20
Program Interruption .....	20
Re-entry Policy .....	21
REFERENCES.....	21
SAFE MEDICATION ADMINISTRATION .....	21
Orientation to Safe Medication Administration.....	21
Required Reporting of Incidents and Near-Miss Events .....	22
SCHEDULING .....	22
Theory and Clinical Hours.....	22
Class Cancellation .....	22
SUBSTANCE ABUSE.....	22
STUDENT RIGHTS AND RESPONSIBILITIES.....	23
STUDENT RIGHTS UNDER FERPA .....	23
STUDENT GOVERNANCE OPPORTUNITIES .....	23
STUDENT NURSE ASSOCIATION .....	23
STUDENT CLASS REPRESENTATIVE.....	24
Nursing Class Representative: Student Quarterly Feedback Instructions .....	24
TRANSPORTATION .....	24
WRITTEN ASSIGNMENTS .....	24
HANDBOOK CAVEAT.....	24
APPENDIX – A, CURRICULUM MAP .....	25
Reference Consent Form .....	59
Just Culture SPEET .....	60
Photo Release .....	63
Confidentiality Agreement for Simulation and Release Form .....	64
Quarterly Student/Faculty Meeting Feedback Form - .....	64
Graduated Student E-mail Request.....	66
Scope.....	67
POLICY .....	67
Planned Student Absence.....	67
Request for Absence Due to Faith or Conscience.....	67
Responsibility.....	68
Skagit Valley College Nursing Program .....	69
Scope.....	69
Policy .....	69
Health Insurance.....	69
Health Care Providers (students) Status or Risk with HIV/HCV/HBC .....	69
Blood Borne Pathogen (BBP) Exposure .....	69
Responsibility.....	70
Clinical Hour Policy Purpose .....	71
Scope.....	71
Policy .....	71
Responsibility.....	71
Clinical Placement Preceptorship and Preceptor Requirements .....	72

Scope.....	72
Policy Preceptorship.....	72
Preceptor .....	72
Responsibility.....	73
Scope.....	74
Policy .....	74
Responsibility.....	76
Formal Student Complaints Purpose.....	82
Scope.....	82
Policy .....	82
Communicating Concerns about Instruction .....	82
Responsibility.....	83
<b>SIMULATION LAB.....</b>	<b>86</b>
<b>SCOPE.....</b>	<b>86</b>
<b>POLICY.....</b>	<b>86</b>
<b>RESPONSIBILITY .....</b>	<b>86</b>
<b>STUDENT RECORDS AND RECORDS RETENTION .....</b>	<b>91</b>
Purpose.....	91
Scope.....	91
Policy Registrar .....	91
Nursing Program.....	91
Responsibility.....	91
<b>WARNING NOTICE AND LEARNING CONTRACT PURPOSE.....</b>	<b>93</b>
<b>SCOPE.....</b>	<b>93</b>
<b>ONLINE: .....</b>	<b>93</b>
<b>LEARNING CONTRACT: .....</b>	<b>93</b>
<b>COMMUNICATION: .....</b>	<b>93</b>

### **Mission and Philosophy**

The goal of the Associate Degree Nursing (ADN) Program at Skagit Valley College (SVC) is to educate students to practice nursing within varied health care settings. Nursing education will assist the student

to promote optimal level of health and wellness for the individual, family and community.

### **SVC Mission and Nursing Program Mission**

The ADN Program at SVC supports the college mission, which states “Skagit Valley College cultivates student learning and achievement; contributes to the educational, personal, and economic success of students; promotes equitable and thriving communities.” The Nursing Program mission is to:

- ✓ promote excellence in nursing education,
- ✓ increase nursing responsiveness to the health and healthcare needs of the community,
- ✓ share and promote best practices in nursing, and
- ✓ develop successful graduates who are practice ready and are engaged in lifelong learning to transform nursing.

### **Nursing Program Philosophy**

The ADN program philosophy reflects faculty beliefs centering on the seven core values of the National League of Nursing (NLN) Outcomes and Competency Framework Model (2010) including caring, diversity, ethics, excellence, holism, integrity and patient centeredness. These core values are found in the Student Learner Outcomes and flow through the curriculum. Consistent with the philosophy of the college, the faculty members also believe students should be facilitated in reaching goals commensurate with their diverse needs and individual abilities.

### **Student Learner Outcomes**

The nursing philosophy supports the student learner outcomes of Human Flourishing, Nursing Judgment, Professional Identity and Spirit of Inquiry.

**HUMAN FLOURISHING:** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

**NURSING JUDGMENT:** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.

**PROFESSIONAL IDENTITY:** Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

**SPIRIT OF INQUIRY:** Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

The nursing process is foundational to the curricular framework defined by the National League for Nursing (2010) and adopted by Skagit Valley College ADN program. The nursing process consists of Assessment, Diagnosis, Planning, Implementation and Evaluation.

### **Relationship between Philosophy and Nursing Competencies/Outcomes:**

Six integrating concepts flow through the curriculum, from simple to complex. These include context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered care and teamwork. Nursing courses utilize these integrating concepts to form the basis for the learner outcomes listed above.

# Mission and Philosophy Congruency

## SVC Strategic Plan

### Mission:

Skagit Valley College cultivates student learning and achievement; contributes to the educational, personal, and economic success of students; and promotes equitable and thriving communities.

### Vision:

The primary focus of Skagit Valley college is student-centered teaching and learning.

We are committed to:

Equitable student outcomes in access, achievement and community.

Our guiding Principles;

Decisions based on strategy and evidence

Development of our employees

A diverse and inclusive college community where everyone belongs

### Guiding Principles:

Respect

Integrity

Open & Honest

Communication

Collaboration

Compassion

### The Core Themes of the College are:

Equity in Access

Equity in Achievement

Equity in Community

<https://www.skagit.edu/about/strategic-plan/>

## SVC ADN Program Mission and Philosophy

The Associate Degree Nursing (ADN) Program at Skagit Valley College (SVC) supports the college mission, which states “Skagit Valley College cultivates student learning and achievement; contributes to the educational, personal, and economic success of students; and promotes equitable and thriving communities.” The Nursing Program mission is to:

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Consistent with the philosophy of the college, the faculty members also believe students should be facilitated in reaching goals commensurate with their diverse needs and individual abilities.

### Relationship between Philosophy and Nursing Competencies/Outcomes:

Six integrating concepts flow through the curriculum, from simple to complex. These include context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered care and teamwork. Nursing courses utilize these integrating concepts to form the basis for the learner outcomes listed above.

## SVC ADN Program Learning Outcomes Based on Core Competencies

The nursing philosophy supports the student learner outcomes of Human Flourishing, Nursing Judgment, Professional Identity and Spirit of Inquiry.

### HUMAN FLOURISHING:

Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

### NURSING JUDGMENT: Make judgments in practice,

substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.

### PROFESSIONAL IDENTITY:

Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

### SPIRIT OF INQUIRY: Examine

the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

The nursing process is foundational to the curricular framework defined by the National League for Nursing (2010) and adopted by Skagit Valley College ADN program. The nursing process consists of Assessment, Diagnosis, Planning, Implementation and Evaluation.

# SVC Nursing Program Principles

## **Integrating Concept Definitions**

### Context and environment

Organizational structure, leadership styles, patient characteristics, safety climate, teamwork, continuous quality improvement and effectiveness.

### Knowledge and Science

Integration of knowledge from related sciences, professions outside nursing and nursing science. Understanding of evidence-based practice.

### Personal and Professional Development

Lifelong process of learning, refining, and integrating values and behaviors consistent with nursing practice. Taking on challenges of improving care. Communication, including therapeutic, interdisciplinary, professional, and conflict-resolution strategies.

### Quality and Safety

Ensure best practices in care. Minimize risk of harm to individuals, populations and providers. Increase likelihood of desired health outcomes. Leadership, informatics, delegation, and accountability for patient safety.

### Relationship-Centered Care

Caring, therapeutic relationships with patients, families and communities. Professional relationships with health care team. Integrate and reflect respect for dignity and uniqueness or others, valuing diversity, civility, capacity for grace and empowerment.

### Teamwork

OPEN COMMUNICATION, mutual respect and shared decision making with interdisciplinary team to achieve quality patient care. Partnership with patient and family.

## **Associate Degree Nursing Within the Profession of Nursing**

When the Associate Degree graduate becomes licensed as a professional registered nurse she/he will practice within the legal and ethical guidelines set forth by the Washington State Nurse Practice Act and The American Nurses Association (ANA) Nurses Code of Ethics.

## **Nursing Program Curriculum Design**

The curriculum design reflects the nursing mission, philosophy, and program objectives. Faculty adopted the NLN Core Components and Competencies for Associate Degree Graduates (NLN 2010) as the organizing framework for the program. Each component was defined by SVC faculty and competencies for each course and for SVC ADN students were developed. The curriculum design provides the foundation for nursing theory course content, laboratory experiences on campus, laboratory experiences in clinical setting, and evaluation of student learning. For details, see Curricular Map in the appendix.

## **Course Design**

The courses are designed to reflect the NLN Education Competencies Model illustrating the dynamic process by mastering core competencies essential to the practice of nursing. This model consists of the following components: Core Values, Integrating Concepts, Program Outcomes and Nursing Practice.

## **Educational Theory**

Content is delivered using the principles of Adult Learning Theory of Knowles. According to Knowles (1980) andragogy is the art and science of adult learning that assumes characteristics of adult learners: self-concept, adult learner experience, readiness to learn, orientation to learning and motivation to learn.

Program content involves teaching and learning in relation to three learning domains: cognitive, affective and psychomotor. These domains are represented in the two major areas of study in each course:

- A. Course content is delivered from simple to complex. It is transformative, progressive, proactive and collaborative.
- B. Nursing laboratory experiences which include campus lab and clinical lab.

## Nursing Laboratory Experience

Nursing laboratory experiences in the campus lab and clinical setting are designed to allow students to apply preceding and concurrent content to provide and manage care in clinical settings. The premise is that experience in simulated and clinical settings develops skill, proficiency and safe practice. Nursing Program Critical Thinking levels progress from application and analysis to synthesis and evaluation.

Experiences progress in a simple to complex order. These include nursing the individual, family, or group in a variety of environmental settings with the goal of promoting, maintaining and restoring health.

In each course, students are directed toward identification and internalization of the nurses' role. Course content includes nursing history, values, ethics, legal, standards and codes of conduct, health care systems, and professional organizations. The over-all goal is to promote accountability for professional practice in nursing.

### Nursing Program Course Progression (For cohorts starting before Fall 2023)

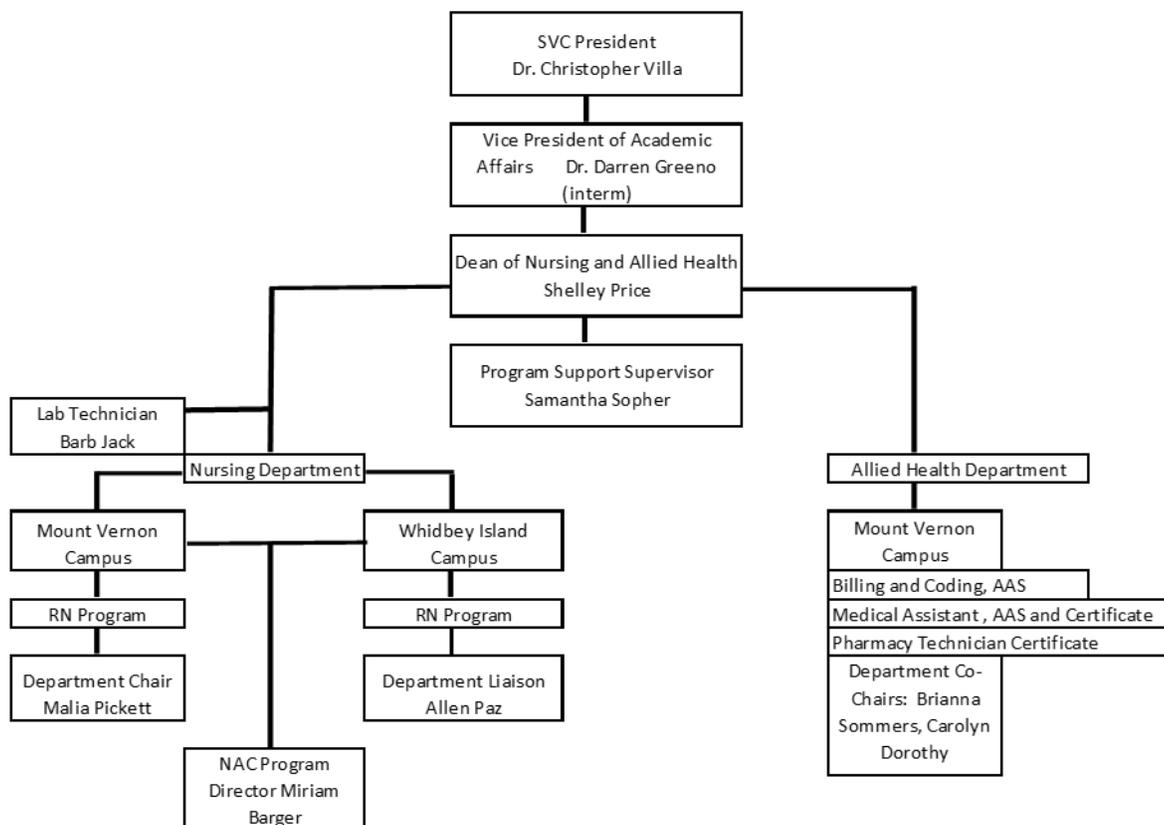
Prerequisite courses required prior to entering 1 <sup>st</sup> year level course (Nursing 171) or 2 <sup>nd</sup> year level (Nursing 271)	Nursing Program Courses
ENGL& 101 English Composition I MATH&146 Statistics PSYC& 100 General Psychology PSYC& 200 Lifespan Psychology CHEM& 121 Intro to Chemistry BIOL&160 General Biology (BIOL& 211 substitutes) BIOL& 241 Human A&P I BIOL& 242 Human A&P II BIOL& 260 General Microbiology NUTR&101 Nutrition ENGL& 102 Substitutions: CMST& 220 if taken by July 2017; CMST& 210 if taken by July 2016  10 credit of humanities (see advisor for list)	First Year NURS 171, 172, 173 NURS 181, 182 NURS 191, 192 SOC 191  Second Year NURS 271, 272, 273 NURS 281, 282 NURS 291, 292 PHIL 291

**Nursing Program Course Progression (For cohorts starting Fall 2023 and after)**

<p>Prerequisite courses required prior to entering 1<sup>st</sup> year level course (Nursing 171) or 2<sup>nd</sup> year level (Nursing 271)</p>	<p>Nursing Program Courses</p>
<p>ENGL&amp; 101 English Composition I  MATH&amp;146 Statistics  PSYC&amp; 100 General Psychology  PSYC&amp; 200 Lifespan Psychology  CHEM&amp; 121 Intro to Chemistry  BIOL&amp;160 General Biology  (BIOL&amp; 211 substitutes)  BIOL&amp; 241 Human A&amp;P I  BIOL&amp; 242 Human A&amp;P II  BIOL&amp; 260 General Microbiology  NUTR&amp;101 Nutrition  ENGL&amp; 102 Substitutions: CMST&amp; 220 if taken by July 2017; CMST&amp; 210 if taken by July 2016   10 credit of humanities (see advisor for list)</p>	<p>First Year  NURS 171, 172, 173  NURS 181, 182, 183  NURS 191, 192  SOC 191</p> <hr/> <p>Second Year  NURS 271, 272, 273  NURS 281, 282  NURS 291, 292  PHIL 291</p>

# ORGANIZATIONAL MAP

Please refer to the Organizational Map on the SVC Nursing Website for the most current information.



## **Registered Nursing Dress Code**

### **Appearance and Hygiene**

All students are expected to adhere to the following dress regulations. Students need to be aware that specific clinical facilities may have additional dress code requirements and students must follow the guidelines of the clinical facility.

### **Name Tag**

Students will wear a Skagit Valley College picture ID name tag at all times while functioning in the campus lab and clinical setting. This includes researching clients as well as assigned clinical days. The picture ID name tag contains the Skagit Valley College logo, student's first name followed by "Student Nurse" on the second line. If a student needs a replacement name tag, the cost is \$5 and the student should see the Program Support Supervisor.

### **Uniform**

The first year uniform must be cardinal red scrub style top with a red pant. Second year uniforms are red tops with a black pant.

The faculty maintains the sole authority to determine if a student's uniform is appropriate for a clinical setting. All uniforms are to be neatly pressed. Pants are to be hemmed such that they are not touching the ground. Students with an inappropriate uniform in clinical or campus lab may be sent home. In the event that the student fails to meet clinical appearance and hygiene requirements, the student will be advised, and if not corrected, placed on probationary status within the nursing department. Sweatshirts and hoodies are forbidden in either campus lab or clinical. White lab coats may be worn in campus labs in addition to white or black plain t-shirts under the uniform top. Shirts must not hang past the

bottom of the uniform top. White lab coats may be worn in open lab when drop in time is available. When scheduled to attend open lab, students must wear their uniform and name badge.

Additionally, students are expected to adhere to dress code standards set forth by the clinical agency where they are assigned to perform their clinical rotation. It is the student's responsibility to consult with their instructor if they are not sure what the dress standards for the clinical agency are.

### **Shoes**

Shoes must be clean and in good repair. Shoes are to be predominantly white or black and not opened toed or backless. Tennis shoes may be worn; they must be white or black with minimal color and in good repair.

### **Nails, Hair, Jewelry, and Other**

Nails must be clean and clipped or filed short enough not to be injurious to patients (a rule of thumb is to not have the nail extend past the tip of the finger). Hair must be clean and combed. Long hair must be pulled back and secured while in campus lab and clinical and must not fall in face or in front of shoulders when leaning forward. Beards, moustaches, and sideburns are permissible, if clean and neatly trimmed including neck hair. Earrings must be post style. Students must follow the guidelines for the clinical site regarding facial piercings. No gum or tobacco is allowed in lecture, campus lab or clinical. No perfume, cologne, aftershave or scented lotions are allowed in the classrooms, faculty offices, labs, or clinical facilities. We will follow the expectations of the clinical facility in all circumstances of appearance and hygiene.

## **ACADEMIC ASSISTANCE**

The college offers many services to students who need assistance with study habits, reading, test taking, and other academic concerns. These services are offered through the Counseling Center, Learning Assistance Resource Center, Disabled Student Services, Financial Aid, Veteran's Affairs, Student Technology Centers, Mathematics Center, Writing Center, Trio and Library.

Students who meet the College's grade point criteria will be eligible for honors or high honors designation at the time of graduation. See the SVC Catalog for more information.

## **ACADEMIC STANDARDS INTRODUCTION**

Students are held to policies governing all SVC students. These are found in the SVC Catalog, student handbook, and in the Code of Student Rights and Responsibilities found online on the student life website, <https://www.skagit.edu/campus-life/student-life/>. In addition, students in the Nursing Program are held to additional Nursing Program policies as described in course syllabi, in the Nursing Student Handbook and online on the SVC Nursing webpage, [The SVC Nursing Program at Skagit Valley College](#) under student resources. Students are provided with a copy of the Nursing Student Handbook and Policies at the beginning of the first quarter of the Nursing Program. After that, students receive information about policy changes through memos, announcements in class, and/or announcements on the course Canvas shell. An up-to-date copy of the Nursing Student Handbook is available on-line and each quarter students must sign an acknowledgement form.

The Associate Nursing Degree program requires the acquisition of general knowledge and basic skills in nursing. The education of a nurse requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experiences in preparation for safe, competent entry level nursing practice.

The nursing program has the responsibility to the public to ensure that its graduates are ready for competent, entry level nursing practice. Thus, it is important that students admitted to the nursing program possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice safely.

Program continuation is based on satisfactory academic achievement, and on non-academic factors, such as the Essential Behaviors, which serve to ensure that the student will be adequately prepared to perform safe, effective nursing practice.

## **ACADEMIC INTEGRITY AND HONOR CODE**

All students of Skagit Valley College are responsible for knowing and adhering to the Academic Honor Code of this institution found at <http://www.skagit.edu/honorcode>. Violations of this code include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct are

reported to the student conduct administrator. Students found to be in violation of the Academic Honor Code are subject to academic consequences up to and including failure of the course. Students may also be subject to college disciplinary sanctions up to and including expulsion from the College.

All breaches of ethical standards are extremely serious errors and the consequences of such actions will jeopardize the student's enrollment in the program. Violation of ethics may result in immediate dismissal from the program. In addition, students are required to report others unethical behavior to the appropriate instructor. Students who have knowledge of unethical activities and choose not to report them will also be considered in violation of these policies and will be subject to immediate dismissal from the program. Examples of academic integrity include:

1. Use of the student's own knowledge and skill to complete examinations without referring to others' answers, old examinations, class notes, or other references, unless specifically permitted by the instructor.
2. Use of the student's own knowledge to write papers or compile research information. All papers are to be done by the individual student unless the assignment specifically states that it is a group project paper. Students shall not plagiarize, quote, or copy other persons' work without giving proper recognition as stated in a standard manual on style. Students must cite references on all papers and teaching projects whenever they are using a quote or other information directly from another source.
3. Performance of only those therapeutic procedures for which they are competent and for which they have been specifically trained up to the level of training in the program and not based on skills obtained outside the Nursing Program. They shall always consult with a clinical supervisor (nursing instructor), if in doubt regarding a procedure or treatment.
4. Respectfulness of the opinions of instructors and other learners, even if the students are not in agreement. Students shall not insult, slur, or degrade instructors, other health professionals, or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification, but does modify the manner in which the question or clarification is brought forth.)
5. Maintenance of confidentiality for all information regarding patients/clients, sharing only in the classroom or private areas in the clinical setting, and only in an objective manner. The students shall refer to patients/clients by initials rather than by name on written reports used outside of the clinical facility. All information regarding clients is considered confidential and must be treated with the strictest care. Confidential patient information may not be removed from the clinical setting, printed, copied or photocopied. Documents that the facility uses in the daily delivery of care, report forms and hand-off sheets, etc. may be used during the shift and shredded or returned, as appropriate, prior to leaving the building.
6. Honesty in all documentation and refraining from altering records in any way.

## **BOOKSTORE/TEXTBOOKS**

The required and recommended textbooks for each nursing course are listed in course syllabi that are available through Canvas. If you buy used texts from another student, please be sure they are the correct edition because nursing texts are frequently updated by publishers. Reading assignments will be based on the edition listed. The Cardinal Bookstore carries a list of textbooks for each course.

## **CANDLE LIGHTING/PINNING**

The Candle Lighting and Pinning ceremony is a traditional ceremony recognizing the student nurse's transition into the nursing profession. The Candle Lighting Ceremony and Pinning ceremony is a faculty and student organized professional event.

**Candle lighting is a department celebration and does not replace campus graduation.**

## **CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION**

Prior to entering the program all students are required to obtain and maintain CPR certification. The CPR training/certification must be the American Heart Association (AHA) Basic Life Support (BLS) certification card.

Students are required to maintain current CPR status and will not be allowed to participate in clinical courses unless CPR certification is current.

## CAMPUS LAB

### Attendance

Because campus skill labs are an integral part of each nursing course, attendance is **mandatory**. Remedial practice may be arranged by the instructor or requested by the student throughout the quarter. The campus labs will be open at designated times for students to perform remedial practice. Instructors may also assign students to the campus lab for skills review. All required check-offs in skills lab must be completed in order to receive a passing course grade. Failure to complete required lab hours will result in program exit.

Makeup campus labs, if assigned and/pr permissible, may include written assignments, skill review and evaluation.

### Children in Campus Laboratory and Classrooms

Children are not allowed in classrooms, campus lab or clinical facilities unless it is at the invitation of the instructor to satisfy classroom or clinical objectives. Only students who have officially registered for a course may attend classes, campus labs, or clinical facilities.

## CLINICAL LAB

### Clinical – Assigned Area

While in the clinical facility, students are to remain in their assigned areas. Students may not travel to other areas of the facility or leave the facility without instructor permission or supervision.

### Clinical – Code Blue/Cardiac Arrest

After appropriate orientation by faculty, students in the clinical setting can call a code and initiate CPR as per hospital protocol. Beyond basic CPR as the first person to witness arrest, students **may not** participate in a code and/or resuscitative efforts. CPR must be turned over to facility employees upon their arrival.

### Clinical – Direct Patient Care

Students are **NOT** allowed to perform nursing skills for their chosen patients when choosing patients in a clinical facility prior to the scheduled clinical day. Students are only to provide direct patient care when an instructor is present on the premises or as arranged by the instructor for off unit experiences or through the preceptorship contract outlined between SVC and the clinical facility. An instructor will be available by phone at all times when students are participating in an off unit experience or preceptorship. **At no time will a student print any portion of the patient's record. If a student does print any portion of the patient record, the student will be disciplined up to immediate dismissal from the program.**

## COMPUTER / CANVAS USE

All nursing courses are presented with the use of Canvas as a support site for nursing courses. It is the student's responsibility to competently learn how to use Canvas for coursework, submittal of assignments and online testing as required. Assignments submitted to Canvas will only be accepted in Microsoft Word 97 or later or Rich Text Format (rtf). Canvas orientation courses are offered every quarter through the E-Learning Department. Contact the E-Learning Department for information (360.416.7770) Mount Vernon Campus and (360.679.5319) Whidbey Island Campus.

Students will need the internet to access items such as course content, class information, exams and/or grades on the SVC Canvas site. Students must check the computer on a regular daily basis for updated information and announcements regarding the course. Computer access on campus is available to all students in the Ford Hall General Computer Lab or Norwood Cole Library at MV and Oak Hall at WIC. Students pay a quarterly technology fee which provides email, free access to the general computer lab and the use of the suite of applications loaded on the computers. It is recommended that students have a personal computer and internet access at home. SVC offers an orientation for those students who are new to eLearning. Check the current quarterly schedule for date(s) and time(s).

Computer failure happens. However, computer failure is not an acceptable excuse for late work. Schedule enough time to allow for breakdowns in connection. One strategy is not waiting until the last minute to post your assignments. Computers can freeze up or break down. Please be sure to save your work frequently on removable media (memory stick, thumb drive). Print out a hard copy of your writing assignments (including all drafts). Be prepared. Find a second computer

source (such as the SVC computer lab, SVC libraries, public library or a friend's computer) just in case your primary computer access is unavailable.

## **COMPUTER USE RULES**

### **Standards of Use**

- Computer equipment, software, and the Internet are to be used in support of the mission of the college and/or affiliated site.
- SVC students are expected to limit the use of computers, software, and the Internet to school-related functions.
- SVC students must follow the Internet and computer-use policies of the affiliated organization(s) in which they are placed.
- SVC students shall use standard Internet etiquette.
- Restrictions on Use:
  - Recreational use of the equipment, software, and the Internet is expressly forbidden.
  - No SVC student will transmit or make accessible any material that is prohibited by law.
  - Unauthorized installation of software or changing/altering of software is strictly forbidden.

## **COMPUTER DISCIPLINARY ACTION**

Violations of any of the computer use rules may result in immediate dismissal from the affiliated clinical site and/or program.

Violation of these rules may result in suspension from the lab and referral to the Dean of Nursing and Allied Health, Department Chair, and/or SVC Director of Student Life for possible disciplinary action, which may include warnings, a learning contract and/or termination from the program.

- a) Violations may result in the inability to complete educational program requirements.
- b) Legal violations will be reported to the appropriate enforcement agency.
- c) Violators are subject to: disciplinary actions, civil proceedings and/or criminal prosecution.

### **Unacceptable Behaviors**

The following types of activities are examples of unacceptable behaviors, which may violate state or federal law:

- Altering system software or hardware configurations,
- Misrepresenting one's identity in educationally-related electronic communication or any other non-permitted electronic communication,
- Violating copyright and/or software agreements,
- Using SVC or affiliated site computing resources for the viewing, transmitting, or storing of material that is prohibited by law.
- Using SVC or affiliated site computing resources for commercial or profit-making purposes, and
- Violating SVC or affiliated site system policies, procedures, or protocols.

## **COMMUNICATION**

Communication as a curricular thread is evaluated within Nursing Program courses. In addition, students are expected to follow these communication guidelines to ensure successful achievement of program objectives:

- If a student is having difficulty in a nursing course, the student must schedule a conference with the instructor of that course to discuss the student's concerns and potential strategies for success.
- Respectful written and verbal communication is expected at all times with faculty and support staff. Communication posted on social network sites is subject to the same standards.
- Sharing of patient information in any manner, including various social media or smart phone photographs, is a violation of patient confidentiality and may result in dismissal from the SVC Nursing program. See confidentiality statement and Social Networking Policy.

## **COUNSELING/ADVISEMENT**

Nursing faculty are available for program advisement and career guidance any time by appointment or during office hours.

Student counseling is available in the SVC Counseling and Career Services Center with designated career nursing counselors. Contact the counselors at 360-416-7654 for the Mount Vernon campus and 360-679-5319 for the Whidbey Island campus. Counselors adhere to the SVC Student Right and Responsibilities Code of Conduct with regard to student confidentiality issues.

Counseling assistance is available for students with disabilities. It is the student's responsibility to contact the Disability Support Services office if they have a disability and wish to request accommodation. Call 360-416-7958 on the Mount Vernon campus and 360-679-5319 for the Whidbey Island campus to reach the Disability Support Services office.

## ACCOMMODATIONS

If you are a student with a disability in need of classroom accommodations, please contact Disability Access Services in the Counseling and Career Services office or by calling (360) 416-7654 or at Whidbey (360) 679-5393.

To successfully complete the nursing program, the student must be able to demonstrate competence in their performance of all essential behaviors either with or without accommodation.

### **Reasonable Accommodation for Disabilities:**

Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability to the Coordinator of Disability Access Services for the purpose of determining appropriate accommodations. The Department of Nursing will provide reasonable accommodations, but is not required to make modifications that would alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to Skagit Valley College and its clinical sites. To continue in the program, the candidate must be able to perform all essential functions either with or without accommodation.

## DISCLOSURE STATEMENT/CRIMINAL RECORD SEARCH

Pursuant to the requirements of Washington State law and federal law, students must register and complete a form online authorizing a criminal record search. Clinical facilities' contracts deny access to students who do not meet required legal standards. **By signing at the back of the handbook, you give your permission to Skagit Valley College to disclose the results of the report to clinical facilities upon request.**

## DISCRIMINATION

### **SKAGIT VALLEY COLLEGE NON-DISCRIMINATION STATEMENT**

Skagit Valley College (SVC) offers academic transfer pathways, workforce education degrees and certificates, basic education for adults, and lifelong learning opportunities. SVC is committed to equity as its framework in providing access, supporting achievement, and strengthening community. SVC will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational programs.

SVC provides a drug free environment and does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, disability, marital status, or age in its programs and employment. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Carolyn Tucker  
Associate Vice President of Human Resources and Title IX Coordinator  
2405 East College Way, Mount Vernon, WA 98273  
360.416.7794 [Carolyn.Tucker@skagit.edu](mailto:Carolyn.Tucker@skagit.edu)

## EMPLOYMENT

Faculty may recommend that a student reconsider working commitments if employment is interfering with meeting the objectives of the nursing program. Students must adhere to performance standards set by their employer and are not

allowed to wear the SVC student uniform or student picture ID when working within a health care facility. While at work students will not be covered by the school liability insurance. It is recommended that a student work no more than 8-12 hours per week, if necessary, in order to be successful in the nursing program.

## GIFTS

Faculty are not able to accept gifts from students. Classes that wish to recognize their instructor may make a donation to the Claire Mortensen Student Nurse Fund in the instructor's name or another fund or charity of their choice.

## GRADING-CLINICAL

### Clinical Progression

Progression in the clinical nursing program is dependent on a satisfactory performance rating in designated courses. Please refer to the Clinical Hours Policy.

Before a student (quarters 1-5) is able to attend clinicals, a math competency must be passed with 100%. A student that achieves 80% or better on the math exam will be given the exam to correct. If the corrections are made and the student achieves 100%, the corrected grade will count. Students that achieve less than 80% on the exam will be allowed to review the exam and are required to retake another version of the math exam at a later date. Students are given three attempts to pass the math exam. If a student does not pass the final attempt of the math exam in any given course, they will be exited from the nursing program.

## GRADING-THEORY

A student must achieve a cumulative grade of at least 80% (a grade of "B-") in order to pass theory courses and maintain enrollment in the nursing program. Clinical courses will be graded pass/fail, although students may have written assignments that will be graded using the grading scale below. Once it has been determined that the student has passed the clinical course, the clinical and lab courses receive the same letter grade that was earned in the theory course. In addition to satisfactorily meeting behaviors on the Clinical Performance Evaluation, information regarding total points possible in each nursing course, as well as required written assignments in clinical courses, is included in the syllabus for each course. A score of 79.9% is not considered a passing grade by the nursing department. There is absolutely no rounding up of scores.

The grading scale in the nursing program is:  
Grade Point Scale

Letter Grade	%	
A	93-100	Passing
A-	90-92	
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	Non-passing
C	73-76	
C-	70-72	
D+	67-69	
D	65-66	
E/F	Below 65	

Assignments need to be submitted by date and time due. See syllabus for specific details related to late assignments.

## CLINICAL EVALUATION TOOL

The Skagit Valley Nursing Clinical Evaluation Tools (CET) are based on the four program components of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry.

The CET is designed to provide students with instructor feedback on progressive academic and clinical performance competencies based on program themes through the two year nursing program. Students receive a pass/fail grade at the completion of each course based on the performance rating scale in the Evaluation Tool. Each instructor will evaluate student progression through the following methods:

Course	Clinical Instructor Evaluation Methods
NURS 171, 172, 173	Campus skills lab and simulation labs, written assignments and prep sheets
NURS 181, 182, 183	On site observation of student performance
NURS 191, 192, & SOC 191	Evidence of therapeutic communication techniques with health care providers, patients, and families
NURS 217, 272, 273	Clinical documentation / chart or computer charting
NURS 281, 282	Written or verbal communication and documentation from health care providers in the clinical setting
NURS 291, 292 AND PHIL 291	

As a student progresses through each course of the nursing program, performance competencies are expected to be maintained through all subsequent and progressive clinical courses.

Clinical instructors evaluate students in a written midterm statement and on a final summary form at the closure of the clinical experience. The CET is also completed by the instructor at midterm and final evaluations.

### Quarterly Course Evaluations

The Nursing Program Surveys must be completed each quarter by each student. There are two parts to the survey and each part is required. The survey is anonymous. There is also an end of the first year student survey and end of the second year student survey. These surveys are a course requirement.

## HAZARDS AND RISKS - WARNING

The purpose of this WARNING is to aid you in making an informed decision as to whether you should participate in the Nursing Program at SVC and to make decisions accordingly.

Participation in the practice of nursing and nursing education may involve injury, illness, or death to one's self or others. Such injury or illness can include, but is not limited to, exposure to infectious disease, improper use of equipment or substances involved in the practice of nursing or exposure to hazardous substances or radiation. Accidental injury may also occur in the clinical setting or in route to or from a clinical site. Any injury or illness can affect one's personal health or the health of an unborn child. An injury or illness can impair one's general physical and/or mental health and may hinder one's future ability to earn a living, engage in other business, social, or recreational activities, or generally impair one's ability to enjoy life. One might become paralyzed, meaning the inability to move the body part which has been affected by injury or illness.

In addition to acknowledging hazards and risks, the applicant must be aware of personal responsibility regarding matters of safety involving self and others. Students are to ask questions and learn as much as possible from faculty, staff, facility/agency nurses, physicians, and/or other knowledgeable persons. They must inform appropriate faculty of any personal relevant medical condition which might potentially pose hazards or risks to self or others; they may be required to submit permission from their personal health care provider to participate in nursing education activity.

## LICENSURE PROCESS

The Washington State Board of Nursing (WABON) supplies application forms to the department. It is the responsibility of the student to obtain and submit forms with the fee. In addition, it is the student's responsibility to:

Apply for a certificate or degree from the office of the Registrar at SVC. There is a fee for this application.

Request an official transcript from the Office of the Registrar at Skagit Valley College be sent to the Washington State Board of Nursing (WABON). The student must request that the transcript be sent after the degree has been posted. There is a small fee for the official transcript.

The legislature of the State of Washington has charged the WABON with insuring that persons entering the profession are competent and capable of providing safe care to the public. In keeping with this charge, the Commission may deny licensure to any person who, in their judgment, might prove a danger to the public.

The application for licensure asks questions related to the reasons given by law for denial of licensure. It is the WABON's policy that affirmative answers to questions relating to alcoholism and drug abuse, or which indicate mental or physical impairment which could endanger the public, or conviction of crimes of a nature which indicates the applicant could be a danger to the public, are reviewed with legal counsel for possible issuance of a Statement of Intent to Deny Licensure.

Since each case is judged on an individual basis by the members of the Board after the person has applied for licensure, it is not possible for staff to give a person entering a program any indication as to whether the Board members will decide the person could be a safe practitioner at the time they complete the program.

Students should be advised to answer the personal data questions honestly since providing false information on an application can be grounds for revocation of the license. If a student feels there could be problems with their application, they are advised to see the Nursing Department Chairperson and to apply early to WABON so that the decision can be made as soon as possible after certification of program completion is received.

The graduate will be required to answer Yes or No to the following questions on the application to WABON and have it notarized. It is important for students to be aware of these questions before starting the program.

- a. Do you have a medical condition that in any way impairs or limits your ability to practice your profession with reasonable skill and safety?
- b. Do you currently use chemical substance(s) in any way that impairs or limits your ability to practice your profession with reasonable skill and safety?
- c. Have you ever been diagnosed as having or have you ever been treated for pedophilia, exhibitionism, voyeurism or frotteurism?
- d. Are you currently engaged in the illegal use of controlled substances?
- e. Have you ever been convicted, entered a plea of guilty, nolo contendere, or a plea of similar effect, or had prosecution or sentence deferred or suspended, in connection with (1) the use or distribution of controlled substances or legend drugs? (2) a charge of a sex offense? (3) any other crime, other than minor traffic infractions? (Include driving under the influence and reckless driving).
- f. Have you ever been found in any civil, administrative, or criminal proceeding to have (1) possessed, used, prescribed for use, or distributed controlled substances or legend drugs in any way other than for legitimate or therapeutic purposes, diverted controlled substances or legend drugs, violated any drug law, or prescribed controlled substances for yourself? (2) committed any act involving moral turpitude, dishonesty or corruption? (3) violated any state or federal law or rule regulating the practice of a health care profession?
- g. 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?
- h. 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, or have you ever surrendered such credential to avoid or in connection with action by such authority?
- i. 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?

Following graduation, Nursing will submit the names of the graduates to the WSBON. After passing the WSBON, the student will receive a license. There are no interim permits issued in Washington State. Students applying for an out of state licensure will need to submit any forms at time of official transcript request

## **NURSING EVALUATION**

Nursing students are evaluated in the clinical setting by their Nursing Instructor as well as the Primary RN. The Primary RN evaluation will be used in conjunction with the Nursing Instructor evaluation for progression in the program. In addition, the Primary RN feedback throughout the course will be used in determining the appropriateness of the student's preceptorship placement.

## NURSE TECHNICIAN

The Nursing Technician is a role in some health care facilities whereby students are authorized to perform specific nursing functions within the limits of their education, up to their skill and knowledge. The exceptions to practice are clearly identified in RCW 18.79.350. Becoming a nursing technician requires an application and a fee. The employer must have formal program and accept the responsibility of meeting the requirements of the nursing technician.

Becoming a nursing technician is a part of a collaborative process between Skagit Valley College, the employer, and the students. Prior to the college submitting documents to the employer on the student's behalf, a release of information must be completed and signed. The student is also required to meet with the lead instructor for their course and the Dean of Nursing and Allied Health, Nursing or Department Chair to ensure understanding of the nursing technician role.

## PHOTO RELEASE

Occasionally nursing students are photographed in the classroom or campus lab either for use by the college or by your fellow students for use in candle lighting. You must give your permission to have your photo taken. Please see Photo Release at the end of the handbook.

## PROGRAM POLICY CHANGES

Nursing Program revisions and policy changes are a part of ongoing curricular evaluation performed by Nursing Program faculty. Policy changes are communicated to nursing students in a variety of ways, including memos, announcements in class, Canvas, mySVC email, and changes in the Nursing Student Handbook. The Nursing Department will utilize the student Canvas email addresses when applicable. **It is the student's responsibility to check their SVC student email and the Canvas site on a regular, routine basis.**

## PROGRAM PROGRESSION POLICIES

### **Program Interruption and Re-Entry**

#### **Purpose**

This policy clarifies student expectations upon exit from the SVC nursing program and qualifications and steps required for re-entry into the program.

#### **Scope**

This policy applies to all students enrolled in quarters 1-6 as well as any student that has exited from a previous quarter seeking re-entry.

#### **Policy**

#### **Program Interruption**

A student who does not progress to the next course in the nursing program sequence for any reason must submit a letter to the program's Admission Committee in order to be considered for readmission to a subsequent class. A student may reenter the Skagit Valley College RN Nursing Program only once following withdrawal. The Skagit Valley College Registered Nursing program is considered one program. This policy therefore applies to both the Mount Vernon and Whidbey Island campuses, RN or LPN-RN programs. Exceptions will be made for student withdrawal due to military service.

A student who has a program interruption may be required to repeat some, if not all, nursing program courses if there have been curriculum changes or if the interruption has lasted greater than one year.

Questions regarding re-entry should be addressed with your instructor upon exit or, if at a later date, the Nursing Department Chair.

The Student must upon withdrawal/dismissal:

- Complete and sign the Nursing Program Exit Form with their nursing instructor.

- Turn in picture ID card.
- Withdrawal from classes with Enrollment Services.
- Failure to complete the process by assigned dates will result in an “F” grade. The Nursing Program Exit Form will remain in the student file along with the nursing student’s Final Summary completed by the nursing instructor.

### **Re-entry Policy**

Students seeking to re-enter any SVC Nursing Program will request re-entry via a form provided upon exit from the program. Student who exit or fail the first quarter, are not eligible for re-entry as no progress was made in the program.

Requests for re-entry to the Nursing Program are considered at the last monthly faculty meeting of the each quarter (Thursday of finals week). Requests not received by 5:00 PM on Wednesday of finals week will not be considered until the following quarter, resulting in a delay of the student’s progression.

Items considered in the decision making process:

- Professionalism, both in class and clinical. (Emails, in person communication, behavior)
- Clinical Performance
- Didactic grade at the time of exiting the program
- Previous interruptions in the student’s program sequence.
- Student’s typed request re-entry application.
- Priority number assigned to the student.
- Needs/logistics of the Nursing Program.
- Students will be informed of the decision of via their SVC student email.

Students are allowed into the program at the discretion of the Nursing Faculty. Re-entry into the program, when allowed, is permitted only once. If admitted, previous assignments turn in will not be accepted.

Students granted re-entry to the SVC Nursing Program will be evaluated and may be offered placement based on individual learning needs. Placement will be determined by Faculty to provide optimal opportunities for student success. Students who exit and are not granted re-entry may not apply for a second admissions to the program.

## **REFERENCES**

Nursing students who would like to request a reference from a nursing faculty member must make arrangements with the individual faculty member at least two weeks prior to the date the reference is needed. A signed Reference Authorization Form completed by the student must be provided to the faculty member prior to receiving a reference. The form will be posted on your Canvas course site under course information. Faculty are not permitted to write letters of reference, they can only complete a specified reference form for jobs, grants, or scholarships.

## **SAFE MEDICATION ADMINISTRATION**

In accordance with WAC 246-840-513 the SVC nursing program will include and be guided by the following:

### **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 Lab before a student can administer medications in the clinical environment with supervision. Medication administration must be supervised by the clinical instructor when giving medications initially. After the student has performed the medication administration procedure satisfactorily with the instructor, the student may administer medications under the supervision of a licensed nurse at the clinical facility. Students are not to administer any medication with total independence. 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. Accurate dosage calculation

5. Correct documentation of medication administration
6. Processes for administration of controlled substances, medication wastage, and monitoring for drug diversion.
7. Medication reconciliation procedures

### **Required Reporting of Incidents and Near-Miss Events**

Students are required to report “near-miss” situations to the instructor, as these reports can help identify the root causes of errors and prevent future errors. According to WAC 246-840-513, the school must report to the nursing commission, on forms provided by the commission, events involving a student or faculty member that the program has reason to believe resulted in patient harm, an unreasonable risk of patient harm, or diversion of legend drugs or controlled substances. The SVC Nursing Program will keep a log of all events reported by a patient, family member, student, faculty, or a health care provider resulting in patient harm, an unreasonable risk of patient harm, or allegations of diversion, and medication errors. The SVC Nursing Program will use the principles of just culture, fairness, and accountability (copy of Just Culture Speet provided in appendix) in the implementation and use of all incident reporting logs with the intent of:

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

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; and
6. Remediation plan, if applicable.

## **SCHEDULING**

### **Theory and Clinical Hours**

Class (and lab if applicable) and clinical schedules will be provided to student one week prior to the start of the quarter. The nursing faculty reserves the right to schedule theory class sessions and require attendance between the hours of 6 AM and 9 PM seven days a week. Clinical hours may be scheduled in shifts over 24 hour periods in a variety of locations within the Skagit, Snohomish, and Island counties in order to allow adequate opportunity to complete program objectives. Faculty will try to provide ample advance notice about required clinical and class hours so that students can plan for their outside responsibilities. Students are placed by faculty in their clinical rotation site base on learning needs, not location. Faculty reserves the right to determine the most appropriate clinical site for each student. Students are not permitted to negotiate “swaps” with other students for a different clinical slot.

### **Class Cancellation**

If the SVC Campus closes for weather or road conditions, all off site program activities will also be cancelled. Closures will be posted on the Skagit Valley College website ([www.skagit.edu](http://www.skagit.edu)). Students are responsible for checking the website. Closure for any issue related solely to the Skagit Valley Campus will not result in the closure of off campus activities. SVC endeavors to have closure information announced via radio stations and local news channels. Students are encouraged to sign up for RAVE alerts (<https://getrave.com/login/skagit>)

## **SUBSTANCE ABUSE**

All students are expected to perform clinical activities efficiently and safely, without the influence of drugs or alcohol.

The following student actions/conditions are prohibited:

- Deficient clinical performance due to use of drugs and/or alcohol.
- Reporting for a clinical or campus lab or lecture session with the odor of alcohol or illegal chemicals on the breath.
- Possessing any illegal narcotic, hallucinogen, stimulant, sedative or similar drug while on clinical time.
- Removing any drug from the institution or patient supply for any reason other than patient administration.

All questionable student behavior will be dealt with through the following procedure:

In the judgment of the clinical instructor, if the student's clinical performance could be or is adversely affected by a medication prescribed by a healthcare provider; the student will be sent home and considered ill.

Should an incident in clinical occur when the instructor or staff has a reasonable suspicion of a student using drugs or "being under the influence" of drugs or alcohol, the student will be required to follow the testing protocol of the clinical agency per the affiliation agreement. The expense of any testing will be borne by the student. The student agrees the results of the test will be made known to the Nursing Program Director. If the student refuses testing as outlined in the protocol the student will be dismissed from the program on the grounds of implied admission to substance use/misuse.

Should an incident on campus occur when the instructor or staff has a reasonable suspicion of a student using drugs or "being under the influence" of drugs or alcohol, the student will be required to immediately meet with the Director of Student Life.

Any student dismissed from the program for substance use/misuse may apply for re-entry with evidence of passing the drug screening process for readmission. Other aspects of the re-entry process will be handled under the standard procedures for readmission to the nursing program.

Students who test positive for THC (marijuana, including prescription marijuana) will not be allowed entrance to Nursing programs with clinical components. Drug screening is a requirement of our clinical partner agencies. Although private recreational and medical use of marijuana is legal in Washington state, our clinical partner agencies are governed by federal laws, and marijuana is a prohibited substance at the federal level. **If your final drug test results are positive, you will be ineligible to participate in the program and will be allowed to reapply to the program for the next academic term.**

## STUDENT RIGHTS AND RESPONSIBILITIES

The current Student Rights and Responsibilities document is available on the SVC website (<https://www.skagit.edu/studentrights>).

## STUDENT RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are as follows:

- The right to inspect and review your education record within 45 days of the date of receipt of the request for access. The right to request an amendment of your educational record if you believe it is inaccurate or misleading.
- The right to consent to disclosure of personally identifiable information contained in your education record, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U.S. Department of Education concerning alleged failure by Skagit Valley College to comply with the requirements of FERPA.

See the SVC website for detailed information <https://www.skagit.edu/ferpa/>  
Please also refer to Nursing Student Rights and Responsibilities on the SVC website.

## STUDENT GOVERNANCE OPPORTUNITIES

Students may participate in the college governance structure or assist in the Associated Students of Skagit Valley College (ASSVC) activities.

Each nursing class selects a representative each quarter to attend a Student-Faculty meeting to allow students to have additional input into policies and procedures that will affect them.

## STUDENT NURSE ASSOCIATION

SVC nursing students and pre-nursing students may be members of the Student Nurse Club. The club's mission is to support nursing students in their professional development. Students participate in political, charitable, educational, recreational, and fundraising activities. There is no fee for membership. Meetings are held approximately twice per quarter.

Nursing Students of Washington State (NSWS) is a statewide affiliate of National Student Nurses' Association (NSNA). Through an annual membership fee, students may be eligible for scholarships, discounts, insurance, annual convention participation, and educational offerings.

## **STUDENT CLASS REPRESENTATIVE**

New student class representatives are elected each quarter. The role of the student representative is to promote understanding and open communication between students and faculty on issues which involve the student group. The student representative will attend designated scheduled faculty meetings. A student can only be a class representative once during their time in the nursing program. As a representative, the student will:

- Note faculty meeting dates and agenda as set forth by the Dean of Nursing and Allied Health or Department Chair.
- Assign an alternate to attend the meeting if unable to attend.
- Give input on issues that affect students' education – see quarterly feedback form in appendix.
- Conduct self in an orderly and respectful manner.
- Maintain full confidentiality of issues discussed in faculty meeting.
- Work directly with faculty member(s) on a specific issue(s) if needed.
- Following approval by Dean of Nursing and Allied Health Nursing or Department Chairs, report faculty feedback and related information to students.

### **Nursing Class Representative: Student Quarterly Feedback Instructions**

Each quarter the student class representative will email or distribute the feedback form to all class members.

The purpose of this review is give students the opportunity to provide nursing faculty input and/or suggestions related to your theory / clinical /campus lab course education.

Guidelines for student representative:

1. Distribute or email this form to all enrolled students 1-2 weeks prior to designated faculty meeting
2. Organize responses: present student suggestions to faculty that represent **at least 25%** group consensus (8-10 students have a similar suggestion or remark under a category).
3. If 1/3 or more students identify an issue, reasonable solution(s) must also be included.
4. Within 10 on campus instructional days, course instructor(s) will address concern to class rep to disseminate if individual concern. Instructor will address whole class if it is a course concern.

## **TRANSPORTATION**

Students are responsible for their own transportation to school and clinical facilities. Some clinical experiences may require more than one hour travel time.

## **WRITTEN ASSIGNMENTS**

Assignments may be submitted either in hardcopy or electronically at the direction of the course instructors. The following basic guidelines apply to all assignments. Individual assignments may have additional requirements that must be met. Refer to your course syllabus for specific assignment requirements. Written assignments must be submitted as required by the course instructor or course syllabus.

## **HANDBOOK CAVEAT**

All efforts are made to keep The Nursing Student Handbook up-to-date and accurate. It is subject to change. In the case of unforeseen circumstances, program changes or changes in college policies, instructors will inform enrolled students of any changes by usual means of communications used within courses.

## APPENDIX – A, Curriculum Map

### Skagit Valley College General Education Outcomes

Please note, these are imbedded in assignments and learning activities throughout each course of the nursing curriculum

- Think: analytically, logically, creatively and reflectively
- Quantify: apply mathematical skills quantitatively, logically, creatively and critically
- Communicate: produce and exchange ideas and information through written, spoken and visual forms
- Integrate: apply knowledge, skills and methodologies from multiple disciplines
- Engage: interact with humans and the environment informed by an understanding of equity

### Curricular Map (For cohorts starting before Fall 2023):

#### NURS 171, 172, 173 - Fundamentals of Nursing with Skills lab and Practicum

##### NURS 171, 172, 173: Course Description (12 Credits)

Lecture (NURS 171) 77 hours; Lab (NURS 172) 66 hours; Clinical (NURS 173) 44 hours

This course begins the Associate Degree Nursing journey. Nursing 171 is the first theoretical course in the Associate Degree Nursing sequence. The course includes the foundation needed for basic nursing practice and more advanced study in the program. Students will be introduced to the concepts of person, health, environment, and nursing. The nursing process is presented as the primary mechanism for providing care. Therapeutic communication techniques are studied as well as basic knowledge in pharmacology. The components of a complete multi-dimensional health assessment are presented. The focus of the course is on the well individual and normal physiologic functioning including introductory review of basic alterations in health. Additional concepts basic to nursing practice are addressed including: the Art of Nursing, safety, nutrition, lifespan, health teaching, culture, leadership, and ethical/legal aspects of practice.

The NLN concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course, as described below:

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Professional Identity- 6</b>	1. Describe the role of the nurse within the health care environment/delivery system.	<b>UNIT 1: Nursing and the health care environment</b> 1.1 Introduction to nursing practice Health care delivery system	Portfolio Role play/group activity Reflection Paper
<b>Nursing Judgment – 2</b>	2. Apply critical thinking to the nursing process.	<b>UNIT 2: Critical thinking in nursing practice</b>	Essay Oral questioning
<b>Professional Identity – 3</b>	3. Explain the scope of practice of the registered nurse.		

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Human Flourishing – 1</b>	4. Integrate concepts of social determinants of health to caring throughout the lifespan.	2.1 Nursing process 2.2 Critical thinking 2.3 Evidence-based practice	Concept mapping Simulation Exam
<b>Professional Identity – 4</b>	5. Integrate key nursing practice concepts to patient care	<b>UNIT 3: Professional standards in nursing practice</b>	Clinical experience documentation
<b>Nursing Judgment – 2</b>	6. Apply basic principles of pharmacology as related to medication administration.		
<b>Nursing Judgment – 2</b>	7. Describe the physiological basis for nursing practice related to alterations in health.	3.1 Delegation 3.2 Communication 3.3 Documentation and informatics 3.4 Patient education 3.5 Legal principles	
<b>Spirit of Inquiry – 5</b>	8. Examine the psychosocial basis for nursing practice	<b>UNIT 4: Caring throughout the lifespan</b>	
<b>Nursing Judgment – 2</b>	9. Demonstrate the role of the nurse as it relates to pain management.		
<b>Nursing Judgment – 2</b>	10. Describe rationale/indication for identified skill implementation.	4.1 Health 4.2 Wellness 4.3 Culture 4.4 Ethnicity	
<b>Human Flourishing - 5</b>	11. Demonstrate care in the implementation of patient-centric interventions.	<b>UNIT 5: Foundation for nursing practice</b> 5.1 Patient safety 5.2 Infection prevention and control 5.3 Health assessment	
		<b>UNIT 6: Principles of Pharmacology</b>	

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgment – 4</b>	12. Demonstrate safe performance of identified skills.	6.1 Pharmacokinetics 6.2 Pharmacodynamics 6.3 Medication administration	
		<b>UNIT 7: Physiological basis for nursing practice</b>	
		7.1 Fluid and electrolytes 7.2 Acid-base balance 7.3 Hygiene 7.4 Elimination 7.5 Skin integrity 7.6 Wounds	
		<b>UNIT 8: Psychosocial basis for nursing practice</b>	
		8.1 Self-concept 8.2 Issues of sexuality 8.3 Gender identification 8.4 Grief 8.5 Stress 8.6 Coping 8.7 Spirituality	
		<b>Unit 9: Pain management</b>	
		9.1 Pain assessment 9.2 Pharmacological pain management 9.3 Non-pharmacological pain management	

## Curricular Map: NURS 181, 182- Nursing Care of the Medical/Surgical Patient with Skills Lab and Practicum

NURS 181, 182, 183: Course Description (12 Credits)

Lecture (NURS 181) 66 hours; Clinical (NURS 182) 132 hours

This course introduces students to concepts and basic care of selected individuals throughout the lifespan, experiencing basic alterations in cell growth, cardiac function, endocrine function (including diabetes), gastrointestinal function musculoskeletal function, neurological function, and those undergoing surgery. In addition, principles of pharmacology, nutrition and psychological issues will be integrated throughout the course.

The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgement - 2</b>	1. Use the nursing process to provide holistic care for patients experiencing alterations in health function.	<b>Unit 1 Fundamental care of the client with GI Alterations</b> 1.1 Alterations in Upper and Lower GI Function in Adults and Pediatric clients 1.2 Alterations in Absorption	Course Exams Presentations Group Activities Clinical Evaluation tool Written assignments Simulation
<b>Human Flourishing - 5</b>	2. Discuss advocacy for patients and families.		
<b>Professional Identity - 3</b>	3. Demonstrate effective communication strategies with members of the health care team to promote collaboration in care planning.	<b>Unit 2 Fundamental care of the client with Cardiac Alterations</b> 2.1 Alterations in Cardiac Output 2.2 Alterations in Coronary Artery Disease and Heart Disease 2.3 Hypertension 2.4 Alterations in Peripheral Vascular System 2.5 Basic EKG Monitoring 2.6 Introduction to Heart Failure	
<b>Human Flourishing - 4</b>	4. Apply knowledge of physiological alterations to patient teaching.		
<b>Spirit of inquiry - 1</b>	5. Compare new knowledge to current clinical practice as it relates to safety throughout the lifespan.		
<b>Nursing Judgment - 2</b>	6. Determine the role of therapies related to promoting adaptation for alterations in health.	<b>Unit 3 Fundamental care of client with Respiratory Alterations</b> 3.1 Alterations in Upper Airway Function 3.2 Alterations in Lower Airway Function 3.3 Obstructive Airway Alterations 3.4 Pulmonary Vascular Alterations 3.5 Infectious/Inflammatory Disease  <b>Unit 4 Fundamental care of the Perioperative client</b> 4.1 Preoperative 4.2 Postoperative	

**Unit 5 Fundamental care of the client with Musculoskeletal Alterations**

- 5.1 Alterations in musculoskeletal Function due to Trauma
- 5.2 Alterations in Bone, Connective tissue, and Joint structure and Function
- 5.3 Post-operative Care of Musculoskeletal Surgery

**Unit 6 Fundamental Care of the client with Alterations in Cell Growth, Immune and Hematologic function**

- 6.1 Alterations Cell Growth
- 6.2 Alterations due to Inappropriate Immune Response or Decreased response
- 6.3 Organ and Tissue Transplants
- 6.4 Alterations in Hematologic Response

**Unit 7 Fundamental care of the client with Endocrine function Alterations**

- 7.1 Diabetes Mellitus

**Unit 8 Fundamental care of the client with Neurologic and Sensory Alterations**

- 8.1 Alterations in Levels of Consciousness
- 8.2 Neurological and Sensory Alterations
- 8.3 Alterations in Brain Perfusion
- 8.4 Alterations in Head and Cerebral Function
- 8.5 Alterations in Vision and Hearing
- 8.6 Infectious and Inflammatory Alterations of the Eye and Ear

## Curricular Map: NURS 191, 192 - Nursing Care of the OB, Pediatric and Medical/Surgical Patient with Practicum

NURS 191, 192: Course Description (7 Credits)

Lecture: (NURS 191): 33 hours; Clinical (NURS 192): 88 hours

This course introduces students to concepts and basic care of selected individuals throughout the lifespan experiencing basic alterations in renal and urinary function, male and female reproduction, and integumentary function. Adaptations with normal pregnancy, childbirth, the newborn to adolescent are examined as well as common alterations. The nursing process serves as the organizing framework for the study and delivery of nursing care. Concurrent enrollment in SOC 191 required.

In addition, principles of pharmacology, nutrition and psychological issues will be integrated throughout the course.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Human Flourishing – 5</b>	1. Advocate for patients and families using appropriate strategies.	<b>Unit 1 Introduction to the Obstetrical Client</b> 1.1 Antepartum 1.2 Intrapartum 1.3 Postpartum  <b>Unit 2. Introduction to the pediatric patient</b> 2.1 Newborn 2.2 Infant to Adolescent  <b>Unit 3. Fundamental care of the client with Renal and Urinary Alterations</b> 3.1 Infectious and Inflammatory Alterations of the Urinary Tract 3.2 Obstructive Alterations of the Urinary System 3.3 Vascular Alterations of the Kidney  <b>Unit 4. Family Health, Female and Male Reproduction and Sexually transmitted diseases</b> 4.1 Fundamental care of the Male client with Reproductive	Course Exams Presentations Group Activities Clinical Evaluation tool Written assignments Simulation
<b>Professional Identity - 6</b>	2. Demonstrate professional communication skills with members of the interdisciplinary team.		
<b>Human Flourishing – 1</b>	3. Illustrate the concept of holistic care as applied to diverse populations.		
<b>Nursing Judgment – 2</b>	4. Use the nursing process to provide holistic care for patients experiencing alterations in health function.		
<b>Professional Identity – 4</b>	5. Understand the impact of interprofessional collaboration on patient safety.		
<b>Professional Identity – 3</b>	6. Discuss legal and ethical principles related to the childbearing family.		
<b>Professional Identity – 3</b>	7. Use the nursing process to provide holistic care for the childbearing family.		
<b>Nursing Judgement – 5</b>	8. Demonstrate nursing judgement through appropriate patient care planning.		

Program Learner  
Outcomes

Objectives  
Course objectives

Content  
Course content

Evaluation

- Alterations
- 4.2 Fundamental care of the Female client with Reproductive Alterations
- 4.3 Fundamental care of the Female client with Breast Alterations
- 4.4 Fundamental care of the client with Sexually Transmitted Diseases

- Unit 5. Fundamental Alterations of the client with Integumentary Alterations**
- 5.1 Skin infections and infestations
- 5.2 Skin cancer
- 5.3 Allergic and Benign conditions of the skin

## Curricular Map: SOC 191 - Psychosocial Issues in Healthcare

SOC 191: Course Description (5 Credits) *Taken concurrently with NURS 191, 192, 193*

Lecture 55 hours

This course explores various aspects of psychosocial issues in healthcare, from wellness to illness. Societal, cultural and personal attitudes will be explored in terms of how they impact access to mental health and medical care. It will critique treatment approaches. It will examine the nursing process as it applies to providing holistic care for the person with a psychobiological disorder or psychiatric emergency. Such disorders include; substance abuse, bipolar disorders, anxiety disorders, psychobiological disorders of the elderly, childhood disorders, eating disorders, personality disorders, and thought disorders. Legal, ethical and safety issues concerning the rights of the person and the rights of the community will be examined. A focus of the course will be on the role of the nurse to advocate for persons with mental health needs. Lastly, the course will explore the role of the nurse as envisioned regarding the future of mental health treatment.

The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course.

Program Learner Outcomes	Objectives Course Objectives	Content Course content	Evaluation
<b>Spirit of Inquiry - 1, 2</b>	1. Use the nursing process to provide holistic care for patients experiencing psychobiological disorders and psychiatric emergencies.	<b>1. Unit 1:</b> 1.1. Therapeutic Communication and Relationship 1.2. Societal attitudes about mental illness 1.3. Healthcare disparities for those with a mental illness 1.4. Impact of culture on mental health issues and access to care 1.5. Legal, ethical and safety issues in the treatment of those with a mental illness. <b>2. Unit 2</b> 2.1. Acute and long term nursing care of specified psychiatric illnesses 2.1.1. Substance abuse 2.1.2. Bipolar 2.2. Medical management of the person with a mental health condition 2.3. Behavioral treatment strategies in mental health 2.4. Role of collaboration in treating mental illness as well as promoting mental health and wellness. <b>3. Unit 3</b> 3.1. Acute and long term nursing care of specified psychiatric illnesses	Essay/Project
<b>Professional Identity - 1, 2</b>	2. Analyze societal and cultural attitudes in terms of how they impact mental health treatment along with access to medical and mental health care.		Exam
<b>Human Flourishing - 4</b>	3. Recognize personal attitudes that lend themselves to stigma that impact mental health and access to care.		Reflection
<b>Nursing Judgment - 1</b>	4. Generate strategies to advocate for persons with psychobiological disorder and psychiatric emergencies.		Role play
<b>Professional Identity - 3</b>	5. Apply knowledge from psychology and other related theories in the treatment of those with mental health issues.		Simulation

## Curricular Map: SOC 191 - Psychosocial Issues in Healthcare

Program Learner Outcomes	Objectives Course Objectives	Content Course content	Evaluation
<b>Human Flourishing - 5</b>	6. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions and offer new insights to improve the quality of care for persons, families and communities.	3.1.1. Depression 3.1.2. Anxiety 3.1.3. Neuropsychiatric disorders of the elderly 3.2. Psychopharmacology and medical treatments in mental health 3.3. Elder abuse <b>4. Unit 4</b>	
<b>Nursing Judgment - 2</b>	7. Critique treatment approaches for psychobiological disorders and psychiatric emergencies.	4.1. Family Health Dynamics 4.2. Familial abuse 4.3. Acute and long-term nursing care of mental health	
<b>Spirit of Inquiry - 4, 5</b>	8. Examine legal, ethical and safety issues regarding rights of the person as compared to the rights of the community.	conditions and psychiatric illnesses related to alterations in growth and development 4.3.1. Childhood conditions 4.3.2. Personality disorders 4.3.3. Eating disorders	
<b>Spirit of Inquiry - 6</b>	9. Explore the role of the nurse as envisioned regarding the future of mental health treatment	4.4. Psychiatric emergencies related to mother and child <b>5. Unit 5</b> 5.1. Acute and long term nursing care specified mental health conditions 5.1.1. Thought disorders 5.2. Management of psychosis as an acute symptom of medical or mental health crisis 5.3. Psychiatric emergencies 5.4. Violence 5.5. Legal issues revisited 5.6. The future of mental health and the role of the nurse. 5.7. Advocacy for the person with a mental health condition.	

Curricular Map:  
**NURS 271, 272, 273**

**Advanced Nursing Care of the OB, Pediatric and Medical/Surgical Patient with Skills Lab and Practicum**

NURS 271, 272, 273: Course Description (12 Credits) –

Lecture (NURS 271) 55 hours

Clinical (NURS 272) 110 hours

Lab (NURS 273) 44 hours

This course examines nursing care complex physical alterations in the pediatric individuals as well as adult individuals who are experiencing complex alterations in the endocrine, gastrointestinal and gastrointestinal accessory systems. In addition to medical-surgical care, the care of patients experiencing a high risk pregnancy and high risk newborns is described.

The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgment - 2</b>	1. Use the nursing process to provide holistic care for patients experiencing alterations in health function.	<b>Unit 1 Care of the client experiencing a High-Risk Pregnancy</b>	Course Exams Presentations Group Activities Clinical Evaluation tool Written assignments Simulation
<b>Human Flourishing - 4</b>	2. Demonstrate health teaching strategies for patients across the lifespan experiencing selected alterations in wellness.	<b>Unit 2 Care of the High-Risk Newborn</b>	
<b>Nursing Judgment - 6</b>	3. Modify communication techniques to promote adaptation in patients across the lifespan.	<b>Unit 3 Care of the Pediatric client with Complex Alterations</b> 3.1 Alterations in Cardiovascular Function 3.2 Alterations in Respiratory Function 3.3 Alterations in Gastrointestinal Function 3.4 Alterations in Neurologic Function 3.5 Alterations in Musculoskeletal Function 3.6 Alterations in Hematologic Function 3.7 Alterations in Immunologic Function 3.8 Alterations in Genitourinary function	
<b>Human Flourishing - 5</b>	4. Advocate for diverse patients and families using appropriate strategies.		
<b>Nursing Judgment - 2</b>	5. Evaluate the role of therapies related to promoting adaptation for alterations in health.	<b>Unit 4 Care of the client experiencing complex alterations in the Endocrine System</b> 4.1 Alterations in Thyroid Function 4.2 Alterations in Pituitary and Adrenal Gland Function 4.3 Alterations in Parathyroid function 4.4 Complication of Diabetes	
<b>Spirit of Inquiry - 1</b>	6. Critique how alterations in adaptation may impact developmental task accomplishment of patients throughout the lifespan.		
<b>Professional Identity - 4</b>	7. Implement appropriate delegation of		

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Professional Identity - 4</b>	<p>nursing care to other members of the healthcare team.</p> <p>8. Promote and maintain safety by adhering to established standards, policies, and evidence-based practice.</p>	<p><b>Unit 5 Care of the client experiencing complex alterations in the Gastrointestinal System</b></p> <p>5.1 GI cancers 5.2 Obesity</p> <p><b>Unit 6 Care of the client experiencing alterations of the Biliary, Hepatic, and Pancreatic Systems</b></p> <p>6.1 Alterations in Biliary function 6.2 Alterations in Hepatic Function 6.3 Alterations in Pancreatic Function</p>	

## Curricular Map: NURS 281, 282 – Nursing Care of Complex Medical/Surgical & Geriatric Patient with Practicum

NURS 281, 282: Course Description (12 Credits)

Lecture 66 hours, Clinical 132 hours

This course examines nursing care of selected individuals, throughout the lifespan with a special focus on the geriatric population experiencing complex and multidimensional alterations in neurological, respiratory, cardiac, hematologic/oncologic and renal function. In addition to these medical/surgical concepts, trauma, disaster preparedness and critical care will be addressed. This course contains 16 hours of psychiatric nursing clinical which applies previous learning in acute care and/or community care settings. The focus is to apply previous learning in the advanced care of mental health patients. The pharmacologic management of these patients will also be analyzed.

The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course along.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgment - 2</b>	1. Use the nursing process to provide holistic care for diverse patients experiencing complex alterations in health function.	<b>Unit 1 Care of the Patient with Complex Cardiac Alterations</b>	Course Exams
<b>Professional Identity - 3</b>	2. Implement nursing care that reflects principles of nursing practice.	1.1 Complex cardiac dysrhythmias	Presentations
<b>Professional Identity - 5</b>	3. Implement strategies to promote adaptation in patients and associated families.	1.2 End-stage heart failure	Group
<b>Spirit of Inquiry - 2</b>	4. Evaluate the implications for nursing practice within the context of the nursing process when administering pharmacological agents.	1.3 Acute coronary syndrome	Activities
<b>Nursing Judgment - 6</b>	5. Utilize appropriate patient-specific communication techniques to promote adaption in complex patients.	1.4 Infectious/inflammatory cardiac alterations	Clinical
<b>Human Flourishing - 4</b>	6. Develop methods of health teaching to promote adaption for complex patients.	1.5 Hemodynamic monitoring	Evaluation tool
		<b>Unit 2 Care of the Patient with Complex Respiratory Alterations</b>	Written assignments
		2.1 Respiratory Failure	Simulation
		2.2 ARDS	
		2.3 Endotracheal intubation/Ventilation	
		2.4 Conscious sedation	
		<b>Unit 3 Care of the Patient with Complex Neurological Alterations</b>	
		3.1 Traumatic Brain Injury	
		3.2 Spinal Cord Injury	
		3.3 Meningitis	

Program Learner  
Outcomes

Objectives  
Course objectives

Content  
Course content

Evaluation

- 3.4 Intracranial Pressure Monitoring
- 3.5 Brain Death
- 3.6 Advanced Pain Management
- 3.7 Multiple Sclerosis
- 3.8 Parkinson's Disease

**Unit 4 Care of the patient experiencing complex alterations in the Renal System**

- 4.1 Acute vs. Chronic renal failure
- 4.2 Polycystic kidney disease
- 4.3 Renal replacement therapy
- 4.4 Renal Cancer
- 4.5 Bladder Cancer

**Unit 5 Care of the client experiencing complex Hematological/Oncological Alterations**

- 5.1 ITP, TTP, HITT
- 5.2 DIC

**Unit 6 Care of the Acute Geriatric Patient**

**Unit 7 Care of the Trauma/Critically Ill Patient and Disaster Preparedness**

- 7.1 SIRS/MODS
- 7.2 Shock
- 7.3 Burns
- 7.4 Trauma
- 7.5 Disaster Planning
- 7.6 Emergency Response Plans

**Unit 8 The Nurse's Role of Leadership**

## Curricular Map: NURS 291, 292 - Entry into Practice with Practicum

NURS 291, 292: Course Description (5 Credits) – Taken concurrently with PHIL 291

11 Lecture hours, 88 preceptor hours

This course focuses on factors impacting entry into practice. The course helps the student examine challenges they face in today’s workplace and how to prepare for them. Power, leadership, communication and collaboration are viewed as key factors in helping the nurse to be promote effective in the healthcare environment. The course analyzes the safety and well-being of the patient and the nurse alike.

The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Professional Identity - 3</b>	1. Examine the challenges of today’s workplace within the context of established nursing practice standards.	<ul style="list-style-type: none"> <li>• The challenges of today’s workplace and the role of the nurse.</li> <li>• Preparing for nursing practice</li> <li>• Safety concerns for nurses and patients.</li> <li>• Effective team-based collaboration illustrating the role of the nurse leader. Current healthcare-related systems, practice environments, and organizations</li> <li>• The relationship of prioritization of care and appropriate collaboration</li> </ul>	Exams, test preparation, preceptorship clinical evaluation.
<b>Professional Identity - 3</b>	2. Use personal and professional resources to prepare for nursing practice through the application of practice strategies based on professional standards.		
<b>Human Flourishing - 4, 5</b>	3. Analyze safety concerns that impact the nurse’s and the patient’s well-being.		
<b>Spirit of Inquiry - 1, 3</b>	4. Determine the effective use of team-based collaboration and leadership to positively impact clinical outcomes related to health care disparities.		
<b>Spirit of Inquiry - 6, 2, 4</b>	5. Evaluate information that promotes effective communication within a team utilizing research and evidence-based practice.		
<b>Spirit of Inquiry - 1</b>	6. Examine current healthcare-related systems and organizations that impact nursing as a profession.		
<b>Nursing Judgement - 4, 6</b>	7. Evaluate the relationship between prioritization of care and appropriate collaboration and delegation		

## Curricular Map: PHIL 291: – Policy and Ethics in Healthcare

PHIL 29: Course Description (5 Credits) *Taken Concurrently with NURS 291/292*

Lecture 55 hours

Policy and Ethics in Healthcare is a required course for the Nursing Department Direct Transfer Agreement. The foundational principles of ethics and the health care policy environments are covered specific to the profession of nursing and health care. Explores the legal and ethical implications of the nursing process as applied to personal, client and organizational beliefs and values, utilizing the Jonsen, Siegler and Winslade (2010) Model for practice application. Focus is on understanding of policies, ethics, and legal issues related to overall practice in healthcare professions. Includes local, state, national, and global perspectives of healthcare policy, ethics and law. Includes a focus on emerging issues and uses of technology to plan for the future.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgment - 1</b>	1. Interpret the implications of historical health policies as they relate to health care delivery today.	1. Historical evolution of U.S. health care and types of health care delivery environments.	<b>Course Exams</b> <b>Presentations</b> <b>Group Activities</b> <b>Written assignments</b>
<b>Spirit of Inquiry - 1</b>	2. Analyze the legislative/policy environment as related to the health care industry.	2. Legislative and policy environment for the health care industry.	
<b>Spirit of Inquiry - 1</b>	3. Examine the impact of legislation on health care.	3. Impact of legislation on health care.	
<b>Professional Identity - 3</b>	4. Differentiate between ethics, beliefs, and values in regards to their impact on health care systems/organizations.	4. Implications of ethics, beliefs and values on the health care system and organizations.	
<b>Professional Identity - 2</b>	5. Interpret major ethical theories and principles as they apply to health care professionals.	5. Major ethical theories and principles.	
<b>Professional Identity - 1</b>	6. Examine the differences between legal and ethical issues in health care.	6. Legal and ethical issues.	
<b>Nursing Judgment - 6</b>	7. Apply problem-solving methodologies for clinical and administrative roles.	7. Problem-solving methodologies for clinical and administrative environments.	
		8. Institutional compliance and ethics committees.	
		9. Emerging issues that stimulate change in the global and US health care systems and services.	

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Professional Identity - 1</b>	8. Justify the roles of institutional compliance and ethics committees.	Ethical issues in the rapidly changing health care environment including technological innovation.	
<b>Spirit of Inquiry - 1</b>	9. Critique emerging trends that stimulate change in global and national health care systems/services.		
<b>Professional Identity - 3</b>	10. Debate future ethical issues, such as technological innovations associated with a rapidly changing health care environment.		

## Curricular Map (For cohorts starting Fall 2023 and after):

### NURS 171, 172, 173 - Fundamentals of Nursing with Skills lab and Practicum

#### NURS 171, 172, 173: Course Description (12 Credits)

Lecture (NURS 171) 77 hours; Lab (NURS 172) 66 hours; Clinical (NURS 173) 44 hours

This course begins the Associate Degree Nursing journey. Nursing 171 is the first theoretical course in the Associate Degree Nursing sequence. The course includes the foundation needed for basic nursing practice and more advanced study in the program. Students will be introduced to the concepts of person, health, environment, and nursing. The nursing process is presented as the primary mechanism for providing care. Therapeutic communication techniques are studied as well as basic knowledge in pharmacology. The components of a complete multi-dimensional health assessment are presented. The focus of the course is on the well individual and normal physiologic functioning including introductory review of basic alterations in health. Additional concepts basic to nursing practice are addressed including: the Art of Nursing, safety, nutrition, lifespan, health teaching, culture, leadership, and ethical/legal aspects of practice.

The NLN concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course, as described below:

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Professional Identity- 6</b>	13. Describe the role of the nurse within the health care environment/delivery system.	<b>UNIT 1: Nursing and the health care environment</b> 1.1 Introduction to nursing practice Health care delivery system	Portfolio Role play/group activity Reflection Paper
<b>Nursing Judgment – 2</b>	14. Apply critical thinking to the nursing process.		
<b>Professional Identity – 3</b>	15. Explain the scope of practice of the registered nurse.	<b>UNIT 2: Critical thinking in nursing practice</b> 2.1 Nursing process 2.2 Critical thinking 2.3 Evidence-based practice	Essay Oral questioning Concept mapping Simulation Exam Clinical experience documentation
<b>Human Flourishing – 1</b>	16. Integrate concepts of social determinants of health to caring throughout the lifespan.		
<b>Professional Identity – 4</b>	17. Integrate key nursing practice concepts to patient care		
<b>Nursing Judgment – 2</b>	18. Apply basic principles of pharmacology as related to medication administration.	<b>UNIT 3: Professional standards in nursing practice</b> 3.1 Delegation 3.2 Communication 3.3 Documentation and informatics 3.4 Patient education 3.5 Legal principles	
<b>Nursing Judgment – 2</b>	19. Describe the physiological basis for nursing practice related to alterations in health.		
<b>Spirit of Inquiry – 5</b>	20. Examine the psychosocial basis for		

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgment – 2</b>	nursing practice 21. Demonstrate the role of the nurse as it relates to pain management.	4.1 Health 4.2 Wellness 4.3 Culture 4.4 Ethnicity	
<b>Nursing Judgment – 2</b>	22. Describe rationale/indication for identified skill implementation.	<b>UNIT 5: Foundation for nursing practice</b>	
<b>Human Flourishing - 5</b>	23. Demonstrate care in the implementation of patient-centric interventions.	5.1 Patient safety 5.2 Infection prevention and control 5.3 Health assessment	
<b>Nursing Judgment – 4</b>	24. Demonstrate safe performance of identified skills.	<b>UNIT 6: Principles of Pharmacology</b>	
		6.1 Pharmacokinetics 6.2 Pharmacodynamics 6.3 Medication administration	
		<b>UNIT 7: Physiological basis for nursing practice</b>	
		7.1 Fluid and electrolytes 7.2 Acid-base balance 7.3 Hygiene 7.4 Elimination 7.5 Skin integrity 7.6 Wounds	
		<b>UNIT 8: Psychosocial basis for nursing practice</b>	
		8.1 Self-concept 8.2 Issues of sexuality 8.3 Gender identification 8.4 Grief 8.5 Stress 8.6 Coping 8.7 Spirituality	
		<b>Unit 9: Pain management</b>	
		9.1 Pain assessment 9.2 Pharmacological pain management 9.3 Non-pharmacological pain	

Program Learner  
Outcomes

Objectives  
Course objectives

Content  
Course content  
management

Evaluation

## Curricular Map: NURS 181, 182, 183 - Nursing Care of the Medical/Surgical Patient with Skills Lab and Practicum

NURS 181, 182, 183: Course Description (12 Credits)      Lecture (NURS 181) 66 hours; Clinical (NURS 182) 110 hours; Lab (NURS 183) 22 hours  
 This course introduces students to concepts and basic care of selected individuals throughout the lifespan, experiencing basic alterations in cell growth, cardiac function, endocrine function (including diabetes), gastrointestinal function musculoskeletal function, neurological function, and those undergoing surgery. In addition, principles of pharmacology, nutrition and psychological issues will be integrated throughout the course.  
 The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgement - 2</b>	7. Use the nursing process to provide holistic care for patients experiencing alterations in health function.	<b>Unit 1 Fundamental care of the client with GI Alterations</b> 1.1 Alterations in Upper and Lower GI Function in Adults and Pediatric clients 1.2 Alterations in Absorption	Course Exams Presentations Group Activities Clinical Evaluation tool Written assignments Simulation
<b>Human Flourishing - 5</b>	8. Discuss advocacy for patients and families.		
<b>Professional Identity - 3</b>	9. Demonstrate effective communication strategies with members of the health care team to promote collaboration in care planning.	<b>Unit 2 Fundamental care of the client with Cardiac Alterations</b> 2.7 Alterations in Cardiac Output 2.8 Alterations in Coronary Artery Disease and Heart Disease 2.9 Hypertension	
<b>Human Flourishing - 4</b>	10. Apply knowledge of physiological alterations to patient teaching.	2.10 Alterations in Peripheral Vascular System	
<b>Spirit of inquiry - 1</b>	11. Compare new knowledge to current clinical practice as it relates to safety throughout the lifespan.	2.11 Basic EKG Monitoring 2.12 Introduction to Heart Failure	
<b>Nursing Judgment - 2</b>	12. Determine the role of therapies related to promoting adaptation for alterations in health.	<b>Unit 3 Fundamental care of client with Respiratory Alterations</b> 3.1 Alterations in Upper Airway Function 3.2 Alterations in Lower Airway Function 3.3 Obstructive Airway Alterations 3.4 Pulmonary Vascular Alterations 3.5 Infectious/Inflammatory Disease	
		<b>Unit 4 Fundamental care of the Perioperative client</b> 4.1 Preoperative 4.2 Postoperative	

**Unit 5 Fundamental care of the client with Musculoskeletal Alterations**

- 5.1 Alterations in musculoskeletal Function due to Trauma
- 5.2 Alterations in Bone, Connective tissue, and Joint structure and Function
- 5.3 Post-operative Care of Musculoskeletal Surgery

**Unit 6 Fundamental Care of the client with Alterations in Cell Growth, Immune and Hematologic function**

- 6.1 Alterations Cell Growth
- 6.2 Alterations due to Inappropriate Immune Response or Decreased response
- 6.3 Organ and Tissue Transplants
- 6.4 Alterations in Hematologic Response

**Unit 7 Fundamental care of the client with Endocrine function Alterations**

- 7.1 Diabetes Mellitus

**Unit 8 Fundamental care of the client with Neurologic and Sensory Alterations**

- 8.1 Alterations in Levels of Consciousness
- 8.2 Neurological and Sensory Alterations
- 8.3 Alterations in Brain Perfusion
- 8.4 Alterations in Head and Cerebral Function
- 8.5 Alterations in Vision and Hearing
- 8.6 Infectious and Inflammatory Alterations of the Eye and Ear

## Curricular Map: NURS 191, 192 - Nursing Care of the OB, Pediatric and Medical/Surgical Patient with Practicum

NURS 191, 192: Course Description (7 Credits)

Lecture: (NURS 191): 33 hours; Clinical (NURS 192): 88 hours

This course introduces students to concepts and basic care of selected individuals throughout the lifespan experiencing basic alterations in renal and urinary function, male and female reproduction, and integumentary function. Adaptations with normal pregnancy, childbirth, the newborn to adolescent are examined as well as common alterations. The nursing process serves as the organizing framework for the study and delivery of nursing care. Concurrent enrollment in SOC 191 required.

In addition, principles of pharmacology, nutrition and psychological issues will be integrated throughout the course.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Human Flourishing – 5</b>	8. Advocate for patients and families using appropriate strategies.	<b>Unit 1 Introduction to the Obstetrical Client</b> 1.1 Antepartum 1.2 Intrapartum 1.3 Postpartum	Course Exams Presentations Group Activities Clinical Evaluation tool
<b>Professional Identity - 6</b>	9. Demonstrate professional communication skills with members of the interdisciplinary team.		
<b>Human Flourishing – 1</b>	10. Illustrate the concept of holistic care as applied to diverse populations.	<b>Unit 2. Introduction to the pediatric patient</b> 2.1 Newborn 2.2 Infant to Adolescent	Written assignments Simulation
<b>Nursing Judgment – 2</b>	11. Use the nursing process to provide holistic care for patients experiencing alterations in health function.		
<b>Professional Identity – 4</b>	12. Understand the impact of interprofessional collaboration on patient safety.		
<b>Professional Identity – 3</b>	13. Discuss legal and ethical principles related to the childbearing family.	<b>Unit 3. Fundamental care of the client with Renal and Urinary Alterations</b> 3.1 Infectious and Inflammatory Alterations of the Urinary Tract 3.2 Obstructive Alterations of the Urinary System 3.3 Vascular Alterations of the Kidney	
<b>Professional Identity – 3</b>	14. Use the nursing process to provide holistic care for the childbearing family.		
<b>Nursing Judgement – 5</b>	8. Demonstrate nursing judgement through appropriate patient care planning.		
		<b>Unit 4. Family Health, Female and Male Reproduction and Sexually transmitted diseases</b> 4.1 Fundamental care of the Male client with Reproductive	

Program Learner  
Outcomes

Objectives  
Course objectives

Content  
Course content

Evaluation

- Alterations
- 4.2 Fundamental care of the Female client with Reproductive Alterations
- 4.3 Fundamental care of the Female client with Breast Alterations
- 4.4 Fundamental care of the client with Sexually Transmitted Diseases

- Unit 5. Fundamental Alterations of the client with Integumentary Alterations**
- 5.1 Skin infections and infestations
- 5.2 Skin cancer
- 5.3 Allergic and Benign conditions of the skin

## Curricular Map: SOC 191 - Psychosocial Issues in Healthcare

SOC 191: Course Description (5 Credits) *Taken concurrently with NURS 191, 192, 193*

Lecture 55 hours

This course explores various aspects of psychosocial issues in healthcare, from wellness to illness. Societal, cultural and personal attitudes will be explored in terms of how they impact access to mental health and medical care. It will critique treatment approaches. It will examine the nursing process as it applies to providing holistic care for the person with a psychobiological disorder or psychiatric emergency. Such disorders include; substance abuse, bipolar disorders, anxiety disorders, psychobiological disorders of the elderly, childhood disorders, eating disorders, personality disorders, and thought disorders. Legal, ethical and safety issues concerning the rights of the person and the rights of the community will be examined. A focus of the course will be on the role of the nurse to advocate for persons with mental health needs. Lastly, the course will explore the role of the nurse as envisioned regarding the future of mental health treatment

The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course.

Program Learner Outcomes	Objectives Course Objectives	Content Course content	Evaluation
<b>Spirit of Inquiry - 1, 2</b>	1. Use the nursing process to provide holistic care for patients experiencing psychobiological disorders and psychiatric emergencies.	<b>2. Unit 1:</b> 2.1. Therapeutic Communication and Relationship 2.2. Societal attitudes about mental illness 2.3. Healthcare disparities for those with a mental illness 2.4. Impact of culture on mental health issues and access to care 2.5. Legal, ethical and safety issues in the treatment of those with a mental illness. <b>3. Unit 2</b> 3.1. Acute and long term nursing care of specified psychiatric illnesses 3.1.1. Substance abuse 3.1.2. Bipolar 3.2. Medical management of the person with a mental health condition 3.3. Behavioral treatment strategies in mental health 3.4. Role of collaboration in treating mental illness as well as promoting mental health and wellness. <b>4. Unit 3</b> 4.1. Acute and long term nursing care of specified psychiatric illnesses	Essay/Project
<b>Professional Identity - 1, 2</b>	2. Analyze societal and cultural attitudes in terms of how they impact mental health treatment along with access to medical and mental health care.		Exam
<b>Human Flourishing - 4</b>	3. Recognize personal attitudes that lend themselves to stigma that impact mental health and access to care.		Reflection
<b>Nursing Judgment - 1</b>	4. Generate strategies to advocate for persons with psychobiological disorder and psychiatric emergencies.		Role play
<b>Professional Identity - 3</b>	5. Apply knowledge from psychology and other related theories in the treatment of those with mental health issues.		Simulation

## Curricular Map: SOC 191 - Psychosocial Issues in Healthcare

Program Learner Outcomes	Objectives Course Objectives	Content Course content	Evaluation
<b>Human Flourishing - 5</b>	6. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions and offer new insights to improve the quality of care for persons, families and communities.	3.1.4. Depression 3.1.5. Anxiety 3.1.6. Neuropsychiatric disorders of the elderly 3.4. Psychopharmacology and medical treatments in mental health 3.5. Elder abuse <b>5. Unit 4</b>	
<b>Nursing Judgment - 2</b>	7. Critique treatment approaches for psychobiological disorders and psychiatric emergencies.	5.1. Family Health Dynamics 5.2. Familial abuse 5.3. Acute and long-term nursing care of mental health	
<b>Spirit of Inquiry - 4, 5</b>	8. Examine legal, ethical and safety issues regarding rights of the person as compared to the rights of the community.	conditions and psychiatric illnesses related to alterations in growth and development 5.3.1. Childhood conditions 5.3.2. Personality disorders 5.3.3. Eating disorders	
<b>Spirit of Inquiry - 6</b>	9. Explore the role of the nurse as envisioned regarding the future of mental health treatment	5.4. Psychiatric emergencies related to mother and child <b>6. Unit 5</b> 6.1. Acute and long term nursing care specified mental health conditions 6.1.1. Thought disorders 6.2. Management of psychosis as an acute symptom of medical or mental health crisis 6.3. Psychiatric emergencies 6.4. Violence 6.5. Legal issues revisited 6.6. The future of mental health and the role of the nurse. 6.7. Advocacy for the person with a mental health condition.	

Curricular Map:  
**NURS 271, 272, 273**

**Advanced Nursing Care of the OB, Pediatric and Medical/Surgical Patient with Skills Lab and Practicum**

NURS 271, 272, 273: Course Description (12 Credits) –

Lecture (NURS 271) 55 hours

Clinical (NURS 272) 110 hours

Lab (NURS 273) 44 hours

This course examines nursing care complex physical alterations in the pediatric individuals as well as adult individuals who are experiencing complex alterations in the endocrine, gastrointestinal and gastrointestinal accessory systems. In addition to medical-surgical care, the care of patients experiencing a high risk pregnancy and high risk newborns is described.

The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgment - 2</b>	5. Use the nursing process to provide holistic care for patients experiencing alterations in health function.	<b>Unit 1 Care of the client experiencing a High-Risk Pregnancy</b>	Course Exams Presentations Group Activities Clinical Evaluation tool Written assignments Simulation
<b>Human Flourishing - 4</b>	6. Demonstrate health teaching strategies for patients across the lifespan experiencing selected alterations in wellness.	<b>Unit 2 Care of the High-Risk Newborn</b>	
<b>Nursing Judgment - 6</b>	7. Modify communication techniques to promote adaptation in patients across the lifespan.	<b>Unit 3 Care of the Pediatric client with Complex Alterations</b> 3.1 Alterations in Cardiovascular Function 3.2 Alterations in Respiratory Function 3.3 Alterations in Gastrointestinal Function 3.4 Alterations in Neurologic Function 3.5 Alterations in Musculoskeletal Function 3.6 Alterations in Hematologic Function 3.7 Alterations in Immunologic Function 3.8 Alterations in Genitourinary function	
<b>Human Flourishing - 5</b>	8. Advocate for diverse patients and families using appropriate strategies.		
<b>Nursing Judgment - 2</b>	5. Evaluate the role of therapies related to promoting adaptation for alterations in health.	<b>Unit 4 Care of the client experiencing complex alterations in the Endocrine System</b> 4.1 Alterations in Thyroid Function 4.2 Alterations in Pituitary and Adrenal Gland Function 4.3 Alterations in Parathyroid function 4.4 Complication of Diabetes	
<b>Spirit of Inquiry - 1</b>	6. Critique how alterations in adaptation may impact developmental task accomplishment of patients throughout the lifespan.		
<b>Professional Identity - 4</b>	9. Implement appropriate delegation of		

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Professional Identity - 4</b>	<p>nursing care to other members of the healthcare team.</p> <p>10. Promote and maintain safety by adhering to established standards, policies, and evidence-based practice.</p>	<p><b>Unit 5 Care of the client experiencing complex alterations in the Gastrointestinal System</b></p> <p>5.1 GI cancers 5.2 Obesity</p> <p><b>Unit 6 Care of the client experiencing alterations of the Biliary, Hepatic, and Pancreatic Systems</b></p> <p>6.1 Alterations in Biliary function 6.2 Alterations in Hepatic Function 6.3 Alterations in Pancreatic Function</p>	

## Curricular Map: NURS 281, 282 – Nursing Care of Complex Medical/Surgical & Geriatric Patient with Practicum

NURS 281, 282: Course Description (10 Credits)

Lecture 55 hours, Clinical 110 hours

This course examines nursing care of selected individuals, throughout the lifespan with a special focus on the geriatric population experiencing complex and multidimensional alterations in neurological, respiratory, cardiac, hematologic/oncologic and renal function. In addition to these medical/surgical concepts, trauma, disaster preparedness and critical care will be addressed. This course contains 16 hours of psychiatric nursing clinical which applies previous learning in acute care and/or community care settings. The focus is to apply previous learning in the advanced care of mental health patients. The pharmacologic management of these patients will also be analyzed.

The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course along.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgment - 2</b>	7. Use the nursing process to provide holistic care for diverse patients experiencing complex alterations in health function.	<b>Unit 1 Care of the Patient with Complex Cardiac Alterations</b> 1.1 Complex cardiac dysrhythmias 1.2 End-stage heart failure 1.3 Acute coronary syndrome 1.4 Infectious/inflammatory cardiac alterations 1.5 Hemodynamic monitoring  <b>Unit 2 Care of the Patient with Complex Respiratory Alterations</b> 2.1 Respiratory Failure 2.2 ARDS 2.3 Endotracheal intubation/Ventilation 2.4 Conscious sedation  <b>Unit 3 Care of the Patient with Complex Neurological Alterations</b> 3.1 Traumatic Brain Injury 3.2 Spinal Cord Injury 3.3 Meningitis 3.4 Intracranial Pressure Monitoring	Course Exams Presentations Group Activities Clinical Evaluation tool Written assignments Simulation
<b>Professional Identity - 3</b>	8. Implement nursing care that reflects principles of nursing practice.		
<b>Professional Identity - 5</b>	9. Implement strategies to promote adaptation in patients and associated families.		
<b>Spirit of Inquiry - 2</b>	10. Evaluate the implications for nursing practice within the context of the nursing process when administering pharmacological agents.		
<b>Nursing Judgment - 6</b>	11. Utilize appropriate patient-specific communication techniques to promote adaption in complex patients.		
<b>Human Flourishing - 4</b>	12. Develop methods of health teaching to promote adaption for complex patients.		

Program Learner  
Outcomes

Objectives  
Course objectives

Content  
Course content

Evaluation

- 3.5 Brain Death
- 3.6 Advanced Pain Management
- 3.7 Multiple Sclerosis
- 3.8 Parkinson's Disease

**Unit 4 Care of the patient experiencing complex alterations in the Renal System**

- 4.1 Acute vs. Chronic renal failure
- 4.2 Polycystic kidney disease
- 4.3 Renal replacement therapy
- 4.4 Renal Cancer
- 4.5 Bladder Cancer

**Unit 5 Care of the client experiencing complex Hematological/Oncological Alterations**

- 5.1 ITP, TTP, HIT
- 5.2 DIC

**Unit 6 Care of the Acute Geriatric Patient**

**Unit 7 Care of the Trauma/Critically Ill Patient and Disaster Preparedness**

- 7.1 SIRS/MODS
- 7.2 Shock
- 7.3 Burns
- 7.4 Trauma
- 7.5 Disaster Planning
- 7.6 Emergency Response Plans

**Unit 8 The Nurse's Role of Leadership**

## Curricular Map: NURS 291, 292 - Entry into Practice with Practicum

NURS 291, 292: Course Description (7 Credits) – Taken concurrently with PHIL 291

33 Lecture hours, 88 preceptor hours

This course focuses on factors impacting entry into practice. The course helps the student examine challenges they face in today’s workplace and how to prepare for them. Power, leadership, communication and collaboration are viewed as key factors in helping the nurse to be promote effective in the healthcare environment. The course analyzes the safety and well-being of the patient and the nurse alike.

The concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork are integrated throughout the course.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Professional Identity - 3</b>	8. Examine the challenges of today’s workplace within the context of established nursing practice standards.	<ul style="list-style-type: none"> <li>• The challenges of today’s workplace and the role of the nurse.</li> <li>• Preparing for nursing practice</li> <li>• Safety concerns for nurses and patients.</li> <li>• Effective team-based collaboration illustrating the role of the nurse leader. Current healthcare-related systems, practice environments, and organizations</li> <li>• The relationship of prioritization of care and appropriate collaboration</li> </ul>	Exams, test preparation, preceptorship clinical evaluation.
<b>Professional Identity - 3</b>	9. Use personal and professional resources to prepare for nursing practice through the application of practice strategies based on professional standards.		
<b>Human Flourishing - 4, 5</b>	10. Analyze safety concerns that impact the nurse’s and the patient’s well-being.		
<b>Spirit of Inquiry - 1, 3</b>	11. Determine the effective use of team-based collaboration and leadership to positively impact clinical outcomes related to health care disparities.		
<b>Spirit of Inquiry - 6, 2, 4</b>	12. Evaluate information that promotes effective communication within a team utilizing research and evidence-based practice.		
<b>Spirit of Inquiry - 1</b>	13. Examine current healthcare-related systems and organizations that impact nursing as a profession.		
<b>Nursing Judgement - 4, 6</b>	14. Evaluate the relationship between prioritization of care and appropriate collaboration and delegation		

## Curricular Map: PHIL 291: – Policy and Ethics in Healthcare

PHIL 29: Course Description (5 Credits) *Taken Concurrently with NURS 291/292*

Lecture 55 hours

Policy and Ethics in Healthcare is a required course for the Nursing Department Direct Transfer Agreement. The foundational principles of ethics and the health care policy environments are covered specific to the profession of nursing and health care. Explores the legal and ethical implications of the nursing process as applied to personal, client and organizational beliefs and values, utilizing the Jonsen, Siegler and Winslade (2010) Model for practice application. Focus is on understanding of policies, ethics, and legal issues related to overall practice in healthcare professions. Includes local, state, national, and global perspectives of healthcare policy, ethics and law. Includes a focus on emerging issues and uses of technology to plan for the future.

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Nursing Judgment - 1</b>	11. Interpret the implications of historical health policies as they relate to health care delivery today.	10. Historical evolution of U.S. health care and types of health care delivery environments.	<b>Course Exams</b> <b>Presentations</b> <b>Group Activities</b> <b>Written assignments</b>
<b>Spirit of Inquiry - 1</b>	12. Analyze the legislative/policy environment as related to the health care industry.	11. Legislative and policy environment for the health care industry.	
<b>Spirit of Inquiry - 1</b>	13. Examine the impact of legislation on health care.	12. Impact of legislation on health care.	
<b>Professional Identity - 3</b>	14. Differentiate between ethics, beliefs, and values in regards to their impact on health care systems/organizations.	13. Implications of ethics, beliefs and values on the health care system and organizations.	
<b>Professional Identity - 2</b>	15. Interpret major ethical theories and principles as they apply to health care professionals.	14. Major ethical theories and principles.	
<b>Professional Identity - 1</b>	16. Examine the differences between legal and ethical issues in health care.	15. Legal and ethical issues.	
<b>Nursing Judgment - 6</b>	17. Apply problem-solving methodologies for clinical and administrative roles.	16. Problem-solving methodologies for clinical and administrative environments.	
		17. Institutional compliance and ethics committees.	
		18. Emerging issues that	

Program Learner Outcomes	Objectives Course objectives	Content Course content	Evaluation
<b>Professional Identity - 1</b>	18. Justify the roles of institutional compliance and ethics committees.	stimulate change in the global and US health care systems and services.	
<b>Spirit of Inquiry - 1</b>	19. Critique emerging trends that stimulate change in global and national health care systems/services.	Ethical issues in the rapidly changing health care environment including technological innovation.	
<b>Professional Identity - 3</b>	20. Debate future ethical issues, such as technological innovations associated with a rapidly changing health care environment.		

## Curricular Map: Integrating Concepts and Definitions

### **Integrating concepts and definitions from NLN Handbook and page location:**

1. Context and environment p. 16-18
  - i. Organizational structure, leadership styles, patient characteristics, safety climate, teamwork, continuous quality improvement and effectiveness.
2. Knowledge and Science p. 19-21
  - i. Integration of knowledge for related sciences, professions outside nursing and nursing science. Understanding of evidence-based practice.
3. Personal and Professional Development p. 22-24
  - i. Lifelong process of learning, refining, and integrating values and behaviors consistent with nursing practice. Taking on challenges of improving care. Communication, including therapeutic, interdisciplinary, professional, and conflict-resolution strategies
4. Quality and safety p. 25-26
  - i. Ensure best practices in care. Minimize risk of harm to individuals, populations and providers Increase likelihood of desired health outcomes. Leadership and accountability for pt. safety.
5. Relationship-Centered care p. 26-28
  - i. Caring, therapeutic relationships with patients, families and communities. Professional relationships with health care team. Integrate and reflect respect for dignity and uniqueness or others, valuing diversity, civility, capacity for grace and empowerment.
6. Teamwork p. 28-30
  - i. Foster OPEN COMMUNICATION, mutual respect and shared decision making with interdisciplinary team to achieve quality

**Skagit Valley College Nursing Department  
Confidentiality and Compliance  
Statement**

The discussions, uses, and disclosures addressed by this agreement mean any written, verbal, or electronic communications. I understand that I am never to discuss, review, or post any information regarding a patient at a clinical site or anywhere else, unless the discussion or review is part of my assignment. I understand that I am obligated to know and adhere to the privacy policies and procedures of the clinical site to which I am assigned. I acknowledge that medical records, accounting information, patient information, and conversations between or among healthcare professionals about patients are confidential under law and this agreement. I understand that, while in the clinical setting, I may not disclose any information about a specific patient during the clinical portion of my clinical assignment to anyone other than to those members of the medical staff of the clinical site that need to know the information for medical diagnosis or treatment. I understand that I may not remove any record from the clinical site. Additionally, I understand that, before I use or disclose patient information in a learning experience, classroom, case presentation, class assignment, or research, I must attempt to exclude as much of the following information as possible:

- Names
- Geographical subdivisions smaller than a state
- Dates of birth, admission, discharge, and death
- Telephone numbers
- Fax numbers
- E-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Vehicle identifiers
- Device identifiers
- Web locators (URLs)
- Internet protocol addresses
- Biometric identifiers
- Full face photographs
- Any other unique identifying number, characteristic, or code
- Age
- Any other patient-specific identifiers

Additionally, I acknowledge that any patient information, whether or not it excludes some or all of the patient identifiers, may only be used or disclosed for health care training and educational purposes at Skagit Valley College Nursing Program, and must otherwise remain confidential. I understand that I must promptly report any violation of the clinical site’s privacy policies and procedures, applicable State, and Federal laws (including the Health Insurance Portability and Accountability Act, (“HIPAA,”), or this confidentiality agreement, by me, or a Skagit Valley College Nursing student or faculty member to the instructor or Dean of Nursing and Allied Health Nursing. I understand that, if I violate the privacy policies and procedures of the clinical site, applicable law, or this agreement, I may be subject to disciplinary action that may include dismissal from the program and that I may not be allowed to return to the program.

Student Name Printed \_\_\_\_\_ SVC SID \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Skagit Valley College  
RN Nursing Program  
Reference Consent Form**

Date: \_\_\_\_\_

Student name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Date of Graduation or Last Quarter Attended Skagit Valley College: \_\_\_\_\_

I hereby authorize Skagit Valley College faculty and other individuals associated with the Nursing Program to disclose their opinions and observations, either written or oral, to employers or other educational institutions regarding my educational background, my overall performance in the Nursing program, my work habits, qualities, competencies and skills.

I indemnify, release and hold harmless Skagit Valley College, any agents of the College or others reporting to or for the College from any and all claims, defamation, demands and/or liabilities arising out of or related to such disclosures.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

This form is available on course Canvas site for printing and submission.

# Just Culture SPEET

## NCBON Just Culture STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

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

Criteria Score \_\_\_\_\_

## NCBON Just Culture STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

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

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



Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green= _____ IF 3 or more criteria in Green OR total score <8 – Address event by consoling student and/or developing remedial improvement plan with student	# criteria in yellow= _____ IF 3 or more criteria in yellow OR total score 8 -19 – Address event by coaching student, possibly counseling, and/or developing remedial improvement plan with student	# criteria in red = _____ IF 3 or more criteria in red OR total score 20 or greater - Consider disciplinary action and/or remedial action in addressing event with student

**Evaluator:** \_\_\_\_\_  
**School Name:** \_\_\_\_\_  
**Date of Event:** \_\_\_\_\_

**NCBON Education Consultant** \_\_\_\_\_  
**Action Taken:** \_\_\_\_\_

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

- Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.
- At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.
- Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.
- Consoling = Comforting, calming; supporting student while examining event.
- Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.
- Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks.
- Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable
- Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.

Unpublished work NCBON® - June 2009 – Permission from NCBON required prior to any distribution to others

## RN Student Handbook/Policies Forms Release and Acknowledgement

Name: \_\_\_\_\_ SID: \_\_\_\_\_ DATE: \_\_\_\_\_ (Printed)

### STUDENT HANDBOOK AND STUDENT POLICIES AGREEMENT

I have read and agree to abide by the requirements of the nursing program as defined in the SVC Nursing Student Handbook and SVC Nursing Student Policies. [The SVC Nursing Program at Skagit Valley College](#) I am of legal age, legally competent to sign this agreement and sign of my own free act.

Student Signature: \_\_\_\_\_

### INFORMED CONSENT FOR COURSE WORK REQUIRING HUMAN SUBJECTS

As a student in the Nursing Program or Allied Health Education Department at Skagit Valley College, I am aware of the possible risks and discomforts, benefits, and appropriate alternatives to my voluntary participation in the Nursing/AHE courses. I agree to abide by the safety rules and regulations promulgated by Skagit Valley College and the instructor of each course as they relate to my participation in the courses. I have made the Program Assistant and the appropriate instructor aware of any pre-existing condition (such as seizure disorder, bleeding disorder, etc.) that I have that might put me or others at risk through my participation. I understand that if I sustain an injury in a lab or clinical setting, I am required to use my personal insurance for any medical expenses that may occur. I further state that I am of legal age and legally competent to sign this agreement. I have read and understand the terms of the agreement and I sign the agreement as my own free act.

I **choose not** to volunteer as a subject.

Student Signature: \_\_\_\_\_

### CONFIDENTIALITY AND COMPLIANCE STATEMENT

By signing this agreement, I certify that I have read and understand its terms, and will strictly adhere to this confidentiality and compliance statement. I understand that this signed statement will be part of my student file at Skagit Valley College.

Student Signature: \_\_\_\_\_

### OCCUPATIONAL EXPOSURE TO BLOOD-BORNE PATHOGENS

I understand that these policies apply to me. I have read the documents and agree to follow all policies and procedures contain therein. I agree to abide by the standards and restrictions in the documents for the duration of my affiliation with SVC. I am aware that violations of these policies may subject me to disciplinary action, up to and including, discharge from the college and/or civil and/or criminal proceedings.

Student Signature: \_\_\_\_\_

**Photo Release**

I give full permission in perpetuity to Skagit Valley College to make or reproduce through the world, either alone or with other materials, any audio recordings, films, videotapes, publications, and/or other print or online media that incorporate my name, photograph, home town, major, honors or certificate/degree received, recorded voice, comments, and testimonial.

I understand that Grantees may use said material with or without my name and the Grantees may make reasonable changes in testimonial copy, provided the spirit and content of my remarks are not distorted.

I waive any right to compensation or to inspect or approve said material beforehand. I also release Grantees, from any liability, including invasion of privacy or defamation of character, for any alteration of these images.

**SIGNATURE** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Printed Name: \_\_\_\_\_

## Confidentiality Agreement for Simulation and Release Form

Student Name \_\_\_\_\_

SID \_\_\_\_\_

Email \_\_\_\_\_

In consideration of the educational opportunity to obtain practical experience in a simulated patient environment, I understand the significance of confidentiality with respect to information concerning the simulation scenarios, the simulated patients, and fellow students. I understand that active participation in the simulation scenarios is part of the course requirements. In addition, I understand that the simulation scenarios can be videotaped and used for debriefing purposes and shared only with appropriate faculty.

### **I agree to adhere to the following conditions and guidelines:**

- The simulation mannequins are to be treated with respect and handled with care as if they were live patients.
- As the simulation mannequins are to be treated as live patients, I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA). I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.
- All patient information, including but not limited to diagnosis, interventions, laboratory values, medications, and vital signs, used in the simulation scenario is privileged and confidential regardless of format: electronic, written, overheard or observed. As such, any viewing, discussion, or disclosure of this patient information to another student is a violation whether intentional or unintentional and may lead to disciplinary action as outlined in the student handbook.
- Patient information may be viewed, used, disclosed, and discussed with other students participating in the simulation scenarios only as it relates to the performance of my educational duties in the simulation scenario, or per the instructors directions. Any viewing, discussion, or disclosure of this information outside of the simulation environment is a violation of HIPAA.
- The simulation laboratory is a learning environment. All students are expected to demonstrate behaviors that maintain this respectful and supportive learning environment. The students participating in the scenario should have everyone's respect and attention. All scenarios should be treated in a professional manner.
- No Betadine and no ink pens will be used near the mannequins. In addition, 20g IV catheters or smaller will be used for IV starts.
- The undersigned authorizes and consents to the use of the undersigned's name, voice, photograph, video recording, and likeness by the Skagit Valley College Nursing Program without reservation or limitation and with the understanding that the undersigned will not receive compensation.
- Skagit Valley College Nursing Program has the absolute rights and permission, with respect to the photographs and videotaped images taken of me or in which I may be included with others, to use such images for educational purposes and training only. This authorization and release shall apply to the person(s) for whom the photographs or videotaped images were taken for educational purposes only.
- **I have read and understand the Simulation Lab Policy, and have been provided a copy.**

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Quarterly Student/Faculty Meeting Feedback Form -

ne \_\_\_\_\_ (Optional)

1. Provide Feedback to faculty regarding the theory content of your nursing education at SVC. Do you have an issue or suggestion? If yes, please clearly provide how you believe this issue can be rectified or suggestion implemented below:

Theory/ Classroom coursework

a. Issue/Suggestion

b. Issue/Suggestion

2. Provide positive feedback to faculty regarding the clinical or campus lab portion of your nursing education at SVC.

- a. What things have contributed to your success
- b. What things you feel need to be addressed.

Clinical Setting/ Campus labs

a. Issue/Suggestion

b. Issue/Suggestion

## Graduated Student E-mail Request

Six months after your graduate, SVC Nursing will be sending you a survey, via e-mail, to assess our program from your perspective as a new working RN. We use this information as part of our program “outcomes assessment” which is required by the Accreditation Commission for Education in Nursing (ACEN) to maintain the accreditation of the Skagit Valley College nursing program. We value your feedback and make changes to our program base on your responses. Please provide your home e-mail below and please respond when you get the survey!

Name \_\_\_\_\_

Home e-mail \_\_\_\_\_

Thank you and CONGRATULATIONS!!  
Skagit Valley College Nursing Department



# Appendix B - Policies

## Skagit Valley College Nursing

### Program Attendance for Lecture, Clinical and Lab Courses

#### **Purpose:**

Skagit Valley College Nursing Program Attendance for Lecture, Clinical and Lab Courses Purpose

Clinical, lab and testing hours are part of the curriculum and attendance is not optional. All clinical, lab and testing hours in all quarters are required for course and program completion.

#### **Scope**

This policy applies to all students enrolled in quarters 1- 6.

<h3><b>Policy</b></h3>
------------------------

Specific courses may have additional attendance requirements. Students are to refer to the course syllabus or the instructor policies for course attendance requirements.

- Attendance for all clinical and campus lab lecture/demonstration sessions is required.
- Attendance for theory courses is encouraged.
- Attendance in theory and classroom/campus lab courses for scheduled testing or graded activity is required.

Students who are registered for a course (or intend to register during the first week of the quarter) are required to attend class by the third day of the quarter. A student who has not attended class by the third day of the quarter and has not contacted the lead instructor for the course will not be allowed in the course after that day. Students must not miss more than two mandatory campus lab days. If the first two days of class are mandatory campus lab days, the student will not be allowed to continue or enroll in the class.

#### **Planned Student Absence**

Planned student absence requests must be based on an exceptional reason and communicated PRIOR to the student absence for the enrolled quarter. The faculty is responsible for assessing the request. The student is responsible for arranging makeup work with instructor. Additionally, it is the responsibility of the student to notify the instructor when a mandatory/required day, as listed on the course calendar, cannot be attended for any reason. No absences, whether approved by the college for participation in college- sponsored activities or necessitated by sickness or other personal emergency, relieve the student of responsibility to meet course requirements during the absence.

#### **Request for Absence Due to Faith or Conscience**

Skagit Valley College will grant reasonable accommodation so that grades are not impacted for students who are absent for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church, or religious organization. Such absences must be requested in writing within the first two weeks of the quarter and may not incur additional fees for students. Additional details can be found at SVC Student Services.

**Responsibility**

If a student has an extenuating circumstance/illness or emergency, any absences would be reviewed by faculty and the Dean of Nursing and Allied Health.

Updated January 2022

## **Skagit Valley College Nursing Program**

### **Bloodborne Pathogens (BBPI Exposure**

#### **Purpose**

This policy clarifies the faculty and student responsibilities related to student health insurance, health care providers (students) infected with bloodborne pathogens and procedures to take if an exposure occurs.

#### **Scope**

This policy applies to all faculty and students enrolled in quarters 1- 6.

#### **Policy**

Standard precaution recommendations for the prevention of spread of human immunodeficiency virus (HIV), hepatitis C (HCV) and hepatitis B (HBV), defined by the Centers for Disease Control and Prevention (CDC), are integrated across the curriculum. Following these recommendations is an essential behavior in support of patient safety and minimizing risk for care providers and the organization.

#### **Health Insurance**

Personal illness and accident insurance are strongly advised for each nursing student and is available through the Student Activities Office at the College. In the event of injury or illness occurring in the classroom, campus lab or clinical facility, students are fully responsible for the cost of all medical expenses incurred.

Health care forms and information are available in the Student Activities Office (C-60) The Center for Student Leadership, Diversity, and Involvement (C-190) in the Knutzen Cardinal Center.

#### **Health Care Providers (students) Status or Risk with HIV/HCV/HBC**

The Nursing Program encourages impacted students to voluntarily report to faculty personal HIV/HCV/HCB status or risk as recommended by the CDC. The Nursing Program recommended that all students comply with published guidelines by the CDC.

#### **Blood Borne Pathogen (BBP) Exposure**

All students complete a BBP training as part of their first quarter lecture content. Students who are exposed to blood or secretion-borne pathogens must initiate faculty notification and immediate first aid that includes washing the wound and skin or flushing mucous membranes. Please refer to [CDC guidelines](#) for review. Faculty will notify agency personnel regarding exposure.

Risk assessment and any laboratory testing may be available for students through their personal provider, urgent care center or emergency department. Students are responsible for any cost associated with assessment, testing or required prophylactic treatment.

**Responsibility**

Students who experience a BBP exposure or injury must also complete an SVC Incident Report Form with the clinical instructor. Notification to the Dean of Nursing and Allied Health will be made by the clinical instructor.

Updated January 2022

## Skagit Valley College Nursing Program

### **Clinical Hour**

#### **Policy Purpose**

Clinical hours are part of the curriculum and attendance is not optional. All clinical hours in the first and sixth quarters of the Registered Nurse program are required for course and program completion.

#### **Scope**

This policy applies to quarters 1-6.

#### **Policy**

Students may miss a total of 36 hours in any one quarter (2 through 5), and no more than a total of 48 hours may be missed total for these quarters. Hours of missed clinicals/absences include natural disasters, clinical site issues and/or inclement weather. Clinicals may take place any day of the week, at any hour of the day, according to clinical and instructor availability. Efforts are made to offer clinicals during the week and during day and evening hours, but this may change at any time. Students will be notified with at least 3 weeks' notice of any irregular clinical hours that do not fall within normal work week hours and shifts.

If a student must miss a clinical day, they must contact the clinical instructor prior to the start of clinicals with the reason for the absence. If a student misses more than the maximum hours allowed they will be exited from the program.

#### **Responsibility**

In quarters 2, 3, 4 and 5, absences or missed hours are recorded by the Clinical and Lead Instructors for each student and is cumulative. If a student has an extenuating circumstance/illness or emergency, any absences would be reviewed by faculty and the Dean of Nursing and Allied Health.

## **Clinical Placement Preceptorship and Preceptor Requirements**

### **Purpose**

Preceptorship and preceptor requirements are defined focused on facilitated entry to practice.

### **Scope**

The policy applies to the activities of the Nursing Clinical Placement Consortium (NNCPC), the clinical facilities participating in preceptor oversight, students in N291 and faculty.

### **Policy**

#### **Preceptorship**

Nursing 291 is the designated preceptorship quarter. The student will work the schedule of the nurse to

whom they are assigned, this may include 8, 10, or 12 hours shifts and may be day, evening, or overnight shifts. Nursing students must be able to accommodate the various clinical schedules.

The Northwest Nursing Clinical Placement Consortium (NNCPC) coordinator arranges for preceptors in consultation with Nursing Instructors who have assessed the individual student's learning needs. Under no circumstances is the student to recruit a preceptor.

A student will not be placed on a unit where the student has been an employee, where relatives are employed, or be placed with a friend.

Students are to wear their school uniform during preceptorship.

#### **Preceptor**

Preceptors are selected by their clinical facility, approved by the NNCPC and receive training to support the learning outcomes for the SVC preceptorship. Documentation of preceptor training is provided by the instructor and clinical facility (if indicated) and communicated to the Dean of Nursing and Allied Health. SVC Nursing Program faculty assign students to identified preceptors. A preceptor/student learning contract is developed and verified by SVC faculty during 3 documented clinical meetings (held either in person or remotely) and evaluations. The preceptor is responsible for completing the Clinical Evaluation Tool (CET) and presenting mid-quarter and final evaluations to the student and faculty. The Nursing Program instructor will document preceptor training

**Skagit Valley College Nursing Program**

and dates of 3 instructor meetings in the CET quarter 6 comments.

**Responsibility**

SVC faculty, in consultation with the NNCP, and the Dean of Nursing and Allied Health are responsible for implementing the preceptorship quarter 6 experience.

## **Distance Education**

### **Purpose**

The purpose of this policy is to ensure the Skagit Valley College Nursing Program adheres to the standards set forth by the Northwest Commission on Colleges and Universities (NWCCU) and state and federal regulations in regards to distance education.

### **Additional Authority:**

WAC 246-840-546

### **Scope**

This policy applies to all SVC Nursing students taking courses through distance education and to all faculty and staff administering courses.

### **Policy**

#### Quality Assurance

The College provides support for quality course design and delivery, whatever the modality of instruction. Students at SVC use Canvas, a web-based learning management system, to manage course content, maintain consistent interaction between students and faculty, deliver and score student assessments, and maintain a gradebook.

All courses, distance learning courses included, are reviewed to validate that they meet the College's quality standards that are measurable and verified. Our quality control process assures that there is alignment between faculty professional development opportunities, approved course outlines, class observation checklist, student evaluations, and course approval process.

Examples of indicators of success in distance learning courses include: course completion rates, grade distribution, student satisfaction, and reduction in achievement gaps. This quality control process is consistent with the College's instructional policy/procedure, section 4000 and 4000.20.

#### Security

Canvas is a closed and secure system that requires student authentication upon logging in. Students log in using their MySVC email address and a personalized password to verify identity. All SVC students are assigned a MySVC account (which includes a Student Identification Number (SID) and an email address) at the time of admission to the College. Information that is unique to the student is

## **Skagit Valley College Nursing Program**

linked to the MySVC account and stored in a secure Student Management System (SMS). There are no charges associated with the College's on line identification process. Access credentials may not be shared or given to anyone other than the user to whom they were assigned to for any reason. Students are responsible for any and all uses of their account.

Students are required to comply with the SVC Honor Code, which prohibits allowing another party to do one's work/exam and turning

in work/exams as one's own. The Honor Code is published on the SVC website found at <http://www.skagit.edu/honorcode>.

#### Maintenance

All Canvas user data is backed up redundantly, stored in a highly stable, secure, and geographically diverse data centers. Canvas requires minimal maintenance to the College; security patches and system upgrade are automatically updated.

#### Support

Instructional and technical support is available for students and faculty at the Student Online Support and the e-learning Office which is also available via email, chat, telephone, and video conferencing. The e-learning Faculty Mentors are also available to assist faculty with instructional challenges. Canvas user guides and technical support are available to students, faculty and system administrators any time they are needed. The e-learning office offers in-person and online orientation for distance learning students. Professional development workshops for faculty include Canvas, course design, and instructional technologies.

#### Ongoing Evaluation

All SVC distance learning faculty are required to participate in scheduled evaluations that are consistent with Section 16 & 17 of the Faculty Negotiated Agreement. In addition to scheduled evaluations, all courses in the nursing program are included in student course evaluations administered near the end of each quarter. Student feedback on evaluations are completely anonymous and no identifying information is ever directly linked to the feedback they provide. Class observations include feedback from Department/Division chair and, where appropriate, the evaluation by the supervising administrator. Distance learning courses are included in continuous analysis of course data to identify opportunities for course improvement.

#### **Responsibility**

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

## Skagit Valley College Nursing Program

### Eligibility for Student Participation in Commencement, Graduation and Other Nursing

#### Program Activities

##### **Purpose**

This policy clarifies eligibility requirements for Skagit Valley College (SVC) Convocation activities to include the conferring of the Associate Degree in Nursing (ADN) and other Nursing Program specific ceremonies, like Pinning.

##### **Scope**

The policy applies to all quarter 6 enrolled students that meet the requirements for graduation as defined in SVC Student resources.

##### **. Policy**

**Graduation** is being awarded the state-approved Associate Degree in Nursing once all the requirements for the nursing program have been met.

**Commencement** is the campus ceremony where students celebrate their academic accomplishment with the campus community. Participation in commencement does not mean that a student has satisfied all courses required to graduate with a degree or certificate. Students do not receive diplomas on the day of commencement.

**Other** program specific activities or pinning participation requires a student to be enrolled in quarter 6 of the nursing program and not be on academic or clinical warning.

##### **Responsibility**

Faculty, staff, and students who participate in graduation, commencement of other program specific activities as defined by policy.

## **Skagit Valley College Nursing**

### **Program Essential Behaviors**

#### **Policy**

#### **Purpose**

The following behavioral requirements are supported by the SVC Code of Student Conduct. For admission, continuation, and graduation in the nursing program, students must additionally meet the following requirements for demonstrated behaviors and program abilities.

#### **Scope**

"Student" refers to any nursing program applicant or enrolled student at all Skagit Valley College campuses.

#### **Policy**

##### **Communication**

Students are required to:

- Demonstrate compassionate and professional communication with patients, their families and SVC faculty, staff, affiliates and agency personnel.
- Communicate and share ideas clearly.
- Demonstrate the ability to give and receive feedback.

##### **Behavioral and Emotional**

Students are required to:

- Demonstrate emotional wellness illustrated as the ability to handle stress and adapt to difficult and changing conditions, including the creation of positive social habits and judgment in the nursing program.
- Exhibit behaviors consistent with student responsibilities in the nursing program as defined by the Nursing Code of Conduct (see handbook) including self-directed, self-monitoring and self-correcting learning.
- Work effectively with students, faculty, staff and agency employees to provide patient-centered care in potentially ambiguous and stressful situations.

##### **Cognitive, motor and sensory skills**

Students are required to:

- Apply critical thinking skills in all areas of program activities including classroom, lab and agency settings using professional standards of practice and applicable regulations.
- Possess motor function and sensory skills to perform essential required technical activities. Qualified students with disabilities are provided reasonable accommodation as directed by SVC Office of Disability Services.

### **Responsibility**

With the support of nursing program Dean of Nursing and Allied Health, Department Chair and faculty, students are responsible for complying with the policy. Failure to consistently demonstrate essential behaviors may result in verbal or written warnings that may lead to a learning contract that includes collaboration with faculty and Dean of Nursing and Allied Health or program exit.

## Exams

### **Purpose**

This policy clarifies the standardized process for exam administration for quarters 1-6.

### **Scope**

This policy applies to all instructors and students in all quarters of the Nursing Program.

### **Policy**

## Exams

All exams are scheduled. All exams will consist of either/or/and multiple choice and alternate format questions. Exams progress in complexity from knowledge-based questions to increased analytical questions as you move through the program. Exams will be conducted in ExamSoft with grades entered in Canvas.

**Failure to contact an instructor to designated contact information prior to the missed scheduled exam will result in a "O" grade with no opportunity for make-up. Make up exams must be COMPLETED within 4 days of the missed exam with the point reductions described below.** If you believe you have a condition that may require accommodation in relation to test taking, please contact your instructor as soon as possible. No exams are given prior to the scheduled date.

- Test taken scheduled date - no point reduction
- First Test taken late - 20% reduction in available score
- Second Test taken late - 30% reduction in available score
- Third Test taken late-40% reduction in available score
- Fourth Test taken late -50% reduction in available score

### **Post Exam Review.**

Exams are scheduled with an optional self-directed test review. This review is conducted at the end of the exam. The final exam is scheduled with no opportunity for review. Exam results are reviewed by at least 2 faculty and the Department Chair if needed. This review will include item analysis, test frequency distributions and assessment for test coding for administrative errors. When scores are finalized, students may elect to meet with course faculty to discuss the test results. No written student queries regarding the exam will be accepted. **Review of the exam with faculty can only occur after results have been finalized and within one week following posting of the exam score.** There is no review of the final exam for any reason.

Skagit Valley College Nursing Program  
**Final Exam Week Policy**

Students enrolled in the nursing program at Skagit Valley College should plan on being available until the end of the quarter per the academic calendar. Any personal plans (e.g. flight or travel arrangements) should be scheduled for breaks between quarters in the academic calendar, per the posted academic calendar (available on the Skagit Valley College website). **Students may not take the final exam unless ALL course and clinical requirements have been met.**

**Responsibility**

If a student has an extenuating circumstance/illness or emergency, any absences would be reviewed by faculty and the Dean of Nursing and Allied Health.

## **Formal Student Complaints**

### **Purpose**

The formal student complaint process is designed as an objective activity to investigate and review student complaints.

### **Scope**

"Student" refers to any nursing program applicant or enrolled student at all Skagit Valley College campuses.

### **Policy**

#### **Formal Student Complaint**

The Skagit Valley College Policy on Student Complaints outlines the formal complaint procedure, the review process and potential for appeal. The process must be followed in its entirety as outlined.

If a student believes they have been unfairly treated by an officer of the college, faculty member or a member of the college staff, the student may initiate a formal complaint. The student must initiate proceedings with the college within thirty calendar days of the occurrence that gave rise to the complaint. The college may choose to take appropriate corrective action at any time based on a student report whether or not the student chooses to pursue the complaint process.

At any time during the complaint or grievance procedure, the student may officially withdraw the grievance in writing. In the event the student fails to appear for any scheduled hearing without prior notification or evidence of extenuating circumstances, this shall be considered to a withdrawal of the grievance or appeal.

#### **Communicating Concerns about Instruction**

The student is responsible for communicating concerns about instruction directly to the instructor as soon as possible without a requirement for filing a formal grievance or complaint. Direct communication is frequently the best way to resolve misunderstandings or miscommunication. If the student is uncomfortable communicating directly with the instructor, contact the Nursing Program Administrative Office and ask to make an appointment with the Dean of Nursing and Allied Health or Department Chair.

If a student has a general complaint about the Nursing Program, students are encouraged to contact involved faculty and notify the Dean of Nursing and Allied Health or Department Chair. The

**Skagit Valley College Nursing Program**

Washington State Department of Health Nursing Program Approval Panel (NPAP) reviews nursing program complaints for the Nursing Commission for Quality Assurance. If the NPAP thinks the allegations would be a violation of the law, the NPAP requests an investigation. The complaint process is defined at the WABON website

**Responsibility**

The Dean of Nursing and Allied Health, Department Chair, faculty and students are responsible for complying with this policy. The Skagit Valley College Counseling and Advising Center is available to assist with the grievance and complaint process. They are available for Online Advising or by phone:

Mount Vernon: 360-416-7654

Whidbey Island: 360-679-5319

## **Immunizations**

### **Purpose**

Maintenance of immunity to vaccine-preventable diseases is an essential requirement of all students applying to or enrolled in quarters 1- 6. The Skagit Valley College Nursing Program follows the recommendations for health care workers from the Nursing Care and Quality Assurance Commission of Washington and clinical agencies used as partners in education of our students.

### **Scope**

This policy applies to all students through quarters 1- 6.

### **Policy**

Nursing students will NOT be permitted to enter a clinical site unless documentation of compliance with all annual requirements, including annual tuberculosis screening (QuantGold, skin test and/or chest x- ray every 5 years) and influenza vaccine, have been submitted to the Nursing Program Assistant through the designated database for tracking.

Nursing students must comply with requirements, at minimum, for the following: measles (rubeola), mumps, rubella, Hepatitis B, tetanus-diphtheria-pertussis, varicella (chicken pox), influenza vaccine, and tuberculosis screening (PPD skin testing, or symptom review for those not being tested).

Waivers are only granted for documented medical conditions for which there is a vaccine contraindication. Waivers might not be accepted at clinical agencies, and if this is the case, a student will not be permitted to continue in the nursing program.

- Personal waivers are not permitted. Students who have questions about waivers can contact the Dean of Nursing and Allied Health.

### **Responsibility**

Nursing students are required to maintain current immunization status throughout the Nursing Program. Students are responsible for knowing the status of their immunizations and must keep them up to date. If immunizations expire, or new requirements are added while enrolled in the program, it is the student's responsibility to update their on-line account of the necessary documentation reflecting current immunization status. Students

**Skagit Valley College Nursing Program**

are required to keep of copy for their record, as copies will not be available once submitted.

Policy revised September, 2021

## Skagit Valley College Nursing Program

### Simulation lab

#### Purpose

This policy clarifies that simulation lab is as a required part of the curriculum as a part of clinical hours to complete the nursing program and requirements of behaviors while working in the simulation lab.

#### Scope

This policy applies to all students enrolled in quarters 1 - 6.

#### Policy

- Attendance is mandatory for all students who are in a course that simulation lab is required. Scheduled simulation days and times will be provided to students at the start of each quarter.
- Dress code for simulation lab is in accordance with the clinical dress code.
- Mannikins are to be treated respectfully and as real-life patients.
- All communication in the simulation lab shall be professional.
- No ink pens are allowed in the simulation lab.
- The simulation lab adheres to Skagit Valley College Nursing Department policies regarding privacy and confidentiality. HIPPA and FERPA standards apply to all simulation events. All simulation events will be considered confidential patient care settings.

#### Responsibility

If a student has an extenuating circumstance/illness or emergency, any absences would be reviewed by faculty and the Dean of Nursing and Allied Health.

**Skagit Valley College Nursing Program**

Updated January 2022

## Skagit Valley College Nursing Program

### Social Media Policy

#### **Purpose**

This policy summarizes Skagit Valley College and the Nursing Program policies that apply to the use of Social Media.

#### **Scope**

The policy applies to the SVC campus, classrooms, labs and clinical settings. The policy outlines best practice guidelines for faculty, staff, and students regarding the use of social media that includes text, images, audio and video communicated through any social media network or application.

#### **Policy**

Use of social media is prohibited while performing direct patient care activities or in unit work areas, unless social media use in these areas has been previously approved by the facility and clinical faculty. Faculty and students are required to limit personal use of social media in hospital or clinic spaces to rest or meal breaks.

Confidential, proprietary and trade-secret information about Skagit Valley College or its affiliates, students, patients, employees, or alumni may not be posted. Recording devices or duplication of material may only be used with the **permission of the instructor or presenter**.

Patient privacy must be maintained in all communications. Do not disclose or communicate information that may be used to identify patients or their health condition including deidentified information.

Copyright and intellectual property rights must be preserved.

Students whose postings or communications violate confidentiality of patients, clinical locations, other students, faculty or Skagit Valley College as defined in the SVC Confidentiality Statement are subject to disciplinary action that may include dismissal from the program.

Student use of computers and data networks is subject to Skagit Valley College policies, including, but not limited to the following:

- SVC Policy

There is no assurance of privacy when using an SVC account to visit internet websites. Email

communications and internet use may be subject to disclosure under the Public Records Act or for audit purposes.

### Social Media Best Practice Guideline

- Think twice before posting; seek advice if necessary.
- **Be accurate in all communications.**
- Understand and implement SVC, affiliates and clinical location policies regarding social media.
- Do not violate professional boundaries with other students, faculty, staff, affiliates or patients.
- Students involved in a cohort or program do not have implied consent for inclusion in any social media activity

### **Responsibility**

Faculty, staff, and students who participate in social media networking sites and share information in areas where social media is permitted as defined by policy.

## **Student Health and Liability**

### **Insurance Purpose**

This policy clarifies student responsibilities related to student health and liability insurance.

### **Scope**

This policy applies to all faculty and students enrolled in quarters 1-6.

### **Policy**

#### **Health Insurance**

Health insurance is strongly advised for each enrolled nursing student. In the event of injury or illness occurring in the classroom, campus lab or clinical facility, students are fully responsible for the cost of all medical expenses incurred including medical transportation.

The State of Washington Health Plan Finder is a resource available to students to help identify free or low cost health care insurance coverage through Washington Apple Health.

Health care forms and information are available in the Student Activities Office (C-60) The Center for Student Leadership, Diversity, and Involvement (C-190) in the Knutzen Cardinal Center.

#### **Liability Insurance**

Students are required to purchase professional liability insurance through the School's group policy. This cost is included with the nursing quarter tuition fees and is paid at the time of registration for quarter 1 and quarter 4 classes.

#### **Responsibility**

Students who experience an accident or injury must also complete an SVC Incident Report Form with the instructor. Notification to the Dean of Nursing and Allied Health will be made by the instructor.

<b>Student Records and Records Retention</b>
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**Purpose**

To comply with the "Family Educational Rights and Privacy Act" (FERPA) guidelines, federal and state rules and regulations with respect to maintenance and release of student records as defined in the Skagit Valley College OPPM 5200. Additional authority defined in Washington Community and Technical College System General Record Retention CT0301 Instruction and Curriculum Records.

**Scope**

This policy applies to the designated administrative offices and all students enrolled in the Nursing Program.

**Policy**

**Registrar**

Information contained in the student record will not be released without written consent of the student with the exception of directory information. Prospective employers, creditors, parents, or other interested parties must obtain a signed release from the student and submit it to the Registrar at the time of the request.

Where required for the performance of responsibilities to the College, faculty and staff may obtain the following information on the basis of need to know without the consent of the student involved for academic record and status or reports of academic or other campus misconduct, including disciplinary action.

**Nursing Program**

Information regarding student advising files, grade reports, unofficial transcripts or attendance may be retained in the Nursing Program student files for 30 days after the student exits the program plus 1 quarter or until administrative needs are met.

Course history or program files that may include course descriptions, outlines, syllabi, textbook lists and sample exams will be retained from the end of the quarter plus 3 years.

**Responsibility**

The Registrar is responsible for reviewing requests for information and assisting in

**Skagit Valley College Nursing Program**

interpretation of the rules and regulations of the "Family Educational Rights and Privacy Act of 1974" and subsequent revisions. Students requesting student records or archival Nursing Program information should contact the Registrar or Dean Nursing and Allied Health.

**Warning Notice and Learning Contract**

**Purpose**

Notification for students performing at or below satisfactory indicators facilitates effective communication, development of a learning contract and contributes to student retention. This notification may be issued at any point in the quarter where the student is not meeting course objectives and is in danger of failing the quarter in lecture, lab or clinical setting.

**Scope**

This policy outlines the process for the warning notice, development of the learning contract and communication responsibilities. This applies to all instructors and students in all quarters of the Nursing Program.

**Classroom:**

When a student is at risk for not meeting course learning outcomes, the instructor will initiate a Warning Notice. This notice will identify the content area (lecture, lab or clinical setting) and describe the specific area for improvement linked to course objectives for the quarter. The instructor and student will sign the notice of receipt of the warning. When the warning has been defined and clarified, the instructor and student will immediately work collaboratively to develop the Learning Contract.

**Online:**

If the course is delivered in an online or distance education format, the instructor will inform the student of the intent to issue a Warning Notice with the proposed Learning Contract attached to the student Skagit Valley College email address.

**Learning Contract:**

The Learning Contract (improvement plan) outlines specific requirements the student must meet to successfully complete the course. These defined requirements will be described as specific, measurable, attainable, related to learning outcomes previously defined, and time sensitive. The instructor and student will work to address improvement opportunities throughout the quarter. The Learning Contract is the basis for successful completion of the course or course failure. If the student does not meet the requirements specified in the Learning Contract by the agreed upon timeline, the student will be directed to meet with the Dean of Nursing and Allied Health to discuss course progression and continued status in the program. Documentation of the Written Warning and Learning Contract status will be retained for 3 years after the student graduates or exits the program.

**Communication:**

The instructor will notify the lead instructor (if applicable) and the Dean of Nursing and Allied Health or

### **Skagit Valley College Nursing Program**

Department Chair of the intent to issue a Written Warning and Learning Contract. Instructors have the primary responsibility for the initiation of the Written Warning and collaborative development of the Learning Contract. Students are responsible for working positively with the instructor for resolution of identified improvement opportunities **in** order to successfully pass the class. The instructor **will** notify the Dean of Nursing and Allied Health and Department Chair consistent with communication requirements.

Skagit Valley College Nursing Program

**Policy: Student Rights and Responsibilities in the Skagit Valley College Associate Degree Nursing Program.**

**Purpose:** This policy outlines the rights and responsibilities of student nurses enrolled in the Skagit Valley College (SVC) Associate Degree Nursing (ADN) program. It is designed to ensure a supportive and respectful learning environment while promoting academic integrity, professional conduct, and adherence to college policies. This policy aligns with the college's overarching policy on student rights and responsibilities.

**1. Student Nurses' Rights:**

1.1. Equal Opportunity: Student nurses have the right to equal opportunity and fair treatment regardless of their race, color, religion, sex, national origin, disability, age, or any other protected status under applicable laws and regulations.

1.2. Access to Education: Student nurses have the right to access quality education, including access to necessary resources, facilities, and equipment required to meet program requirements.

1.3. Privacy and Confidentiality: Student nurses have the right to privacy and confidentiality concerning their personal information, academic records, health status, and any other confidential information shared during their training as defined by the Family Educational Rights and Privacy Act (FERPA).

1.4. Freedom of Expression: Student nurses have the right to express their opinions, ideas, and concerns in a respectful and professional manner, both within and outside the classroom, without fear of reprisal.

1.5. Accommodation for Disabilities: Student nurses with documented disabilities have the right to reasonable accommodations that enable them to participate fully in the educational program, provided they meet essential program requirements. For details regarding disabilities and accommodations, see the SVC [Disability Access Services](#) page.

1.6. Academic Support: Student nurses have the right to receive academic support services, including tutoring, mentoring, and counseling, to facilitate their learning and success in the program as available.

1.7. Grievance Procedure: Student nurses have the right to access a fair and transparent grievance procedure to address concerns or complaints related to their educational experience or treatment within the program if they have followed the proper chain of command in attempt to resolve concerns. **In order to access the grievance procedures, the student must follow the “Formal Student Complaints” policy**

1.8. Student nurses have the right to have a reasonable voice in the determination of their curriculum.

1.9. Student nurses have the right to have a clear understanding of grading procedures.

2.0. Student nurses have the right to a clear mechanism for input into course and faculty member evaluation.

## **2. Student Nurses' Responsibilities:**

2.1. Professional Conduct: Student nurses are expected to maintain professional conduct at all times, adhering to ethical standards, demonstrating respect for faculty, staff, peers, patients, and the nursing profession.

2.2. Compliance with College Policies: Student nurses must adhere to all college policies, rules, and regulations, including but not limited to those related to academic integrity, code of conduct, health and safety, and confidentiality.

2.3. Attendance and Punctuality: Student nurses are responsible for attending all scheduled classes, clinical rotations, and other program-related activities promptly and regularly, notifying faculty in case of unavoidable absences or tardiness.

2.4. Active Participation: Student nurses are expected to actively participate in classroom discussions, clinical experiences, and other learning opportunities, demonstrating a commitment to their own education and the nursing profession.

2.5. Academic Integrity: Student nurses must uphold academic integrity by completing their assignments, examinations, and clinical responsibilities honestly and without plagiarism or cheating.

2.6. Professional Dress and Appearance: Student nurses must adhere to the program's dress code and professional appearance guidelines, ensuring they present themselves in a manner consistent with the expectations of the nursing profession.

2.7. Maintenance of Health Requirements: Student nurses must comply with health requirements, including immunizations, health screenings, and annual physical examinations, as required by the program and clinical agencies.

2.8. Responsible Use of Resources: Student nurses are responsible for the appropriate use of college resources, including equipment, supplies, libraries, and online resources, while demonstrating respect for shared facilities.

2.9. Communication: Student nurses must maintain open and respectful communication with faculty, staff, peers, patients, and other healthcare professionals, actively seeking clarification or guidance when needed.

2.10. Confidentiality and Privacy: Student nurses must uphold the highest standards of confidentiality and privacy, safeguarding patient information and respecting the rights of individuals in accordance with applicable laws and regulations (HIPAA).

2.11. Clinical Competence: Nursing students are responsible for demonstrating the clinical knowledge, skills, judgment and attitudes necessary to provide safe and effective nursing care. Nursing students are expected to comply with all clinical partner policies and procedures, including infection control and safety protocols.

Non-compliance with the above responsibilities may result in disciplinary action, which may include, but is not limited to, academic penalties, warnings, probation, suspension, or dismissal from the ADN program, as outlined in the college's disciplinary policy.

### **3. Implementation and Review:**

3.1. Dissemination: This policy on student nurses' rights and responsibilities shall be made available to all enrolled student nurses in the ADN program. It will be accessible through the program's handbook, website, or any other appropriate means.

3.2. Orientation and Acknowledgment: During program orientation, student nurses will be provided with a

thorough explanation of their rights and responsibilities. They will be required to acknowledge their understanding and agreement to comply with the policy.

3.3. Regular Review: The ADN program will conduct periodic reviews of this policy to ensure its effectiveness, relevance, and compliance with any changes in college policies or regulations. Any necessary updates or revisions will be made in consultation with program faculty and administrators.

### **Conclusion:**

This policy serves to protect the rights and outline the responsibilities of student nurses in the Associate Degree Nursing program. It establishes a framework for maintaining a positive and respectful learning environment that fosters professionalism, academic integrity, and adherence to college policies. By adhering to these rights and responsibilities, student nurses contribute to their own success and the overall integrity of the nursing profession.

## **STUDENT NURSE ACCESS TO AUTOMATED DRUG DISPENSING DEVICES POLICY**

### **Purpose**

The purpose of this policy is to ensure safe medication administration by student nurses in facilities that use Automated Drug Dispensing Devices (ADDD). The policy aims to minimize the risk of errors and enhance patient safety during the medication administration process.

### **Scope**

This policy applies to all students, faculty, and staff at our school of nursing involved in medication administration when ADDDs are used.

### **Policy**

#### **Access to ADDDs:**

- Students will not have direct access to Automated Drug Dispensing Devices (ADDDs) for medication withdrawal.
- Students may only observe and closely watch a qualified nurse withdraw medications from the ADDD.

#### **Medication Administration:**

- Only authorized nursing staff with appropriate credentials are permitted to access and withdraw medications from the ADDDs.
- Students are not allowed to handle, touch, or alter any medications within the ADDD.

#### **Medication Administration Process:**

- Students must conduct the “Three Checks” and “Five Rights” of medication administration and demonstrate an understanding of the importance of these checks in ensuring patient safety. These checks include:
  - First check: The nurse will access the medication from the ADDD and hand medications to the student. The student will verify the details, including the name, dosage, form, and expiration date, against the medication order in the patient’s chart.
  - Second Check: The student nurse performs a second verification of the medication details, ensuring accuracy and appropriateness before proceeding with administration.
  - Third Check: Upon returning to the patient's bedside, the student nurse performs a final check of the medication details, confirming the "Five Rights of Medication Administration" (patient, medication, dosage, route, and time) to ensure the right medication is administered to the right patient at the right time through the right route.

#### **Training and Competency:**

## **Skagit Valley College Nursing Program**

- Although students will not have direct access to ADDDs at the clinical training sites, students will have training in the campus lab setting that includes Bar Code Medication Administration and basics of ADDDs.

### **Responsibility**

With support of the nursing program Dean of Nursing and Allied Health, Department Chair, and faculty, students are responsible for complying with the policy. Failure to comply with this policy may result in disciplinary action, up to and including dismissal from the nursing program, depending on the severity and frequency of the violation.