2016-2017

NURSING STUDENT HANDBOOK
Associate of Applied Science Degree in Nursing
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Introduction

This Nursing Program Student Handbook is intended to supplement the policies, rules, and regulations applicable to students attending NWC and as provided for in the Northwest College Student Handbook. Differences exist between the Northwest College Student Handbook and the Nursing Student Handbook relate to National and State Standards of Practice, hospital/facility polices and public safety. The provisions set forth in this handbook shall supersede previous versions of the NWC Nursing Student Handbook and the NWC Student Handbook.

Northwest College and the Nursing Department reserve the right to change without notice any of the material, information, requirements, regulations, or costs published in this handbook. In the event that revisions or additions to the Nursing Handbook are required, they become effective immediately and students are notified in verbal and written form in a timely manner.

It is the student’s responsibility to read carefully the entire Nursing Handbook and comply with all policies and handbook procedures. Students are required to sign a statement acknowledging receipt and agreement with the content found in this Handbook. Students are responsible for keeping their Nursing Handbook updated.

The Northwest College Associate Degree in Nursing Program is approved by the Wyoming State Board of Nursing, 130 Hobbs Ave., Suite B, Cheyenne, WY 82002, 307-777-7601, http://nursing.state.us. The Associate Degree in Nursing Program is also accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326, 404-975-5000, (www.acenursing.org).
I. Nursing Program Mission Statement

The purpose of the Northwest College ADN nursing degree program is to prepare students as entry-level nurses who provide effective, safe, competent, and appropriate nursing care to diverse populations in a variety of health care delivery settings. In addition, Northwest College’s nursing programs foster intellectual curiosity and a commitment to lifelong learning for personal and professional growth.

II. Nursing Program Philosophy

Nursing is an art and a science. The dimension of art is the acquisition of interpersonal skills that include ethical and caring values, beliefs and standards unique to nursing. The science preparation requires the development of critical thinking and technical skills necessary for nursing practice. The competent entry nurse must have a foundation in the art and science of nursing that prepares them to function independently as proficient, nurses within the proper scope of practice.

Professional Nurse

The professional nurse provides effective, safe, competent and appropriate care to diverse populations in a variety of health care delivery settings. This care is provided to individuals and families with simple, common, predictable chronic illness needs or with complex, dynamic, unpredictable, acute illness needs. The delivery of evidence-based patient care, based on research, the skilled assessment, diagnosis, planning, implementation and evaluation of care for individuals and families across the life span are the responsibilities of the professional nurse as the Provider of Care. As Manager of Care, the professional nurse is responsible for designing, initiating and directing an individualized plan of care that promotes health prevention and wellness. This is based upon analysis of the individual's needs, environmental, cultural, spiritual, developmental and bio-psychosocial welfare. Professional nurses are required to function as Members within the Discipline by practicing collaboratively within the proper scope of practice, legal/ethical frameworks, and within national/state standards of nursing practice. The professional nurse demonstrates responsibility for life-long learning (scholarship) through on-going professional development activities.

Philosophy of Nursing Education

Nursing education is a continuous and dynamic process, and one of commitment to the provision of safe, competent, and compassionate care to individuals, families, groups, and communities. Nursing education incorporates knowledge from a variety of disciplines, including biological, physical, social and behavioral sciences; humanities and mathematics; as well as oral, written, and technological communication. Through a variety of learning strategies, the student learns to effectively utilize the sciences and the arts in the application of theoretical knowledge to clinical practice. Nursing education is a collaborative effort between faculty and students. Effective utilization of the learning process is based on consideration of each learner's unique needs. An effective learning environment fosters development of self-confidence and self-direction necessary for competent nursing practice.

Philosophy of Person

The focus of nursing is the person viewed from the perspective of the five dimensions that make up the wholeness of the human experience: physiological, psychological, socio-cultural, developmental, and spiritual. In all phases of life each person is entitled to dignity, respect, informed choice and confidentiality. Human beings have certain basic needs of multicultural origins which are constantly modified as they interact with a changing environment. These basic human needs are arranged in a hierarchy as described by Maslow and dependent on the dimensions.
Philosophy of Health
Health is an individual's perception of the satisfaction with their own state of well-being. It may or may not be related to the presence or absence of disease, but rather the client’s perception to their condition. Humans perceive themselves as healthy or ill as a consequence of the relationship between themselves and their environments. The nurse’s role is to assist the client to meet basic needs and promote a state of well-being that maximizes health status and potential. In that assistance the nurse must acknowledge the client as an individual and provide care that is focused on the client, responsive, appropriate, and timely.

Philosophy of Environment
The environment is the combination of internal and external factors which may influence human behavior. The environment can influence the eradication, initiation, maintenance, progression, escalation or termination of a client’s disease, condition or state of being. Management of the environment is only possible to the extent that there is the ability to avoid accidents/harm, and diseases. Conscious choices made by the client may not affect the stabilization of forces that effect the environment.

Philosophy of Teaching and Learning
Teaching is defined as communication specifically designed to promote learning in many formats. Teaching and learning are integral parts of ongoing professional development and the nursing process. Optimal learning occurs when the learning environment is varied to allow the instructor to interact with students with mutual value and respect in multiple ways and with multiple points of view that enable them to acquire new information, practice new skills, reconfigure and incorporate what is already known with what is newly learned. Learners are responsible for their individual learning and are expected to actively develop intellectual curiosity and a commitment to lifelong learning founded on evidenced based education. The learner is expected to be motivated, prepared, self-directed, and engaged in individual learning as well as flexible to change and receptive to growing and developing through life experiences, whether positive or negative. The educational setting is one that fosters positive and productive interactions between students and faculty and embraces a variety of learning styles and teaching techniques.

III. Nursing Program Conceptual Framework

The nursing faculty believes that building a strong foundation by mastering the art and science of nursing leads to competent nursing practice. The curriculum is guided by professional standards in the National League for Nursing’s Core Competencies for Graduates of Associate Degree Nursing Programs and the scope of practice for Professional Nurses as directed by the Wyoming State Board of Nursing.

Faculty developed the curriculum to ensure that the entry level nurse from the Northwest College Nursing Program will be competent in all core components to include the ability to demonstrate evidence of lifelong learning and the understanding and use of evidence-based practice when providing direct patient care.

The curriculum is organized with eight (8) core components that provide the foundation for appropriate delivery of effective, safe, competent, and appropriate nursing care to diverse populations in a variety of health care settings. These core components are found in all nurse-patient relationships and form the basis of nursing care.

The progressive development of competencies within these components leads to achievement of leveled student learning outcomes and appropriate function within the three (3) roles of the nurse at end of
program. Nursing education outcomes are reached through the successful achievement of student learning outcomes.

The student learning outcomes increase in complexity from one semester to the next and are organized according to Bloom’s Taxonomy and the three domains of learning; cognitive, affective, and psychomotor. Inherent in this process is the opportunity for progressive self-development. The student utilizes the eight (8) core components and the nursing process to assess, identify nursing diagnoses, plan, implement, and evaluate nursing care to assist individuals in meeting basic needs and attaining optimal health.

**Roles of the Nurse**
- Manager of Care
- Provider of Care
- Member within the discipline

**Core Components**
- Safety
- Communication
- Collaboration
- Teaching/Learning
- Responsive to human needs
- Critical Thinking
- Caring
- Professional Behaviors
  - Life-long learning
  - Use of research and evidence-based practice in providing patient care
IV. Nursing Program Curriculum Model Framework

The center of the schematic demonstrates the three (3) roles that the nurse functions within to provide nursing care. Each role of the nurse overlaps with the other demonstrating that each responsibility relates to and impacts the other and ultimately the safe, competent, and effective nursing care of the individual.

Arrows from each role of the nurse progress outward towards each of the eight (8) core components and threaded throughout curriculum. This demonstrates that nurses must master and implement each of these behaviors within each of the three (roles) in order to be safe, competent, and effective practitioners of nursing care.

The color of the schematic goes from simple and light centrally to complex and dark peripherally. This demonstrates the progressive and pervasive (simple to complex) nature of the curriculum. Each core component is present pervasively within each role of the nurse.
V. Nursing Program Core Components Described

Communication
Communication is a creative, empathetic, effective and interactive process through which an exchange of information occurs including; effective listening, verbal and non-verbal interactions. Therapeutic communication is an integral part of the entire nursing process and serves as a meaningful gateway in which trust and rapport is established with clients, other members of the healthcare team and community. Appropriate channels of communication are utilized when interacting, delegating, documenting, prioritizing and collaborating with the health care team to provide comprehensive and competent care.

Collaboration
Collaboration is the shared planning, decision-making, problem solving, goal setting, and assumption of responsibility by those who work together cooperatively. Collaboration occurs with the client, significant support person(s), peers, and other members of the healthcare team, community agencies, and the nurse. Nurses employ effective collaboration to share, demonstrate organization, manage client care, properly prioritize, planning, decision-making and problem solving to foster cooperation and promote competent, safe, effective and appropriate care of the individual and family. The nurse utilizes critical thinking and skills relevant to the scope of practice to implement and efficiently manage the use of time and resources to provide cost effective care.

Teaching and learning
Teaching and learning are processes utilized to impart and assimilate knowledge, stimulate thinking, and facilitate decision making. Teaching includes the transmission of information, evaluation of the response to teaching, and the changing of teaching based on identified client responses. Learning involves the transfer and processing of knowledge. The processes of teaching and learning are used to promote and maintain health and to facilitate informed decision making, achieve positive outcomes, and support activities that promote maintaining individual independence, and result in positive changes of behavior.

Responsive to human needs
Human needs are basic human requirements necessary for the overall well-being of an individual. According to Maslow’s Hierarchy of Needs, basic human needs such as physiologic and safety must be met before higher needs in the hierarchy can be secured. Nurses recognize that all humans have the same basic needs and use unmet human needs as a framework for assessing behaviors, assigning priorities to desired outcomes, and planning nursing interventions in order to promote overall well-being. When caring for individuals and families, the nurse is aware that individual growth and self-fulfillment is a lifelong process and standards of culture, perceptions, and ethics must be considered.

Professional nurses use the nursing process as the foundation to assess psychosocial dimensions of growth and development, social interactions, spirituality, coping, and end of life issues in designing, prioritizing, and managing the care of individuals and families. Practical nurses utilize human needs as a baseline for contributing to the professional nurse’s plan of care while providing and delegating care appropriate to the PN scope of practice.

Critical thinking
Critical thinking is purposeful and reflective logic and judgment which is based on educational knowledge, skills, and experience and multiple points of view. Critical thinking is self-directed; outcome focused, and involves a constant re-evaluation of decisions or solutions against a standardized set of criteria. Nurses,
professional and practical, apply critical thinking that is creative, based on research, analysis and collaboration with knowledge from members of other disciplines in conjunction with the nursing process as a systematic framework to meet the needs of the individuals, family, and community.

The nursing process consists of five components: assessment, diagnosis, planning, implementation, and evaluation. Assessment is the gathering of subjective and objective data related to the client that is analyzed and used to establish a nursing diagnosis and to guide care. Planning is a collaborative effort between the nurse and the client that are mutually agreed upon and involves establishing goal statements that are client oriented and measurable; and the selection of appropriate nursing interventions that will assist the client in the promotion of health, prevention of illness, facilitation of health and wellness throughout the illness process, and rehabilitation to a maximal level of health. The evaluation of the plan of care is an ongoing process in which the nurse analyzes each outcome to determine if the goals were appropriate and attained.

Professional nurses must draw from a broad and thorough knowledge base of biological, social, behavioral science and nursing and use critical thinking when evaluating each outcome, making decisions about individual care and situations. Prioritizing care of individuals is based upon competent problem solving that includes logical organization, analysis and validation of information, critical examination of assumptions, and analyzing inferences and conclusions. Practical nurses utilize critical thinking to make individual assumptions in clinical settings that contribute to the professional nurse’s decisions about the care of the individual.

Caring
Caring is an interpersonal process of feeling and connecting emotional and empathetically with self, and humanizing the situation. Caring also requires the nurse to self-exam personal views and biases while employing nursing behaviors that are nurturing, protective, compassionate, and culturally sensitive and person-centered. These behaviors facilitate an atmosphere of trust and hope, maintains respect for client choices related to lifestyle, culture, values, attitudes, beliefs and multiple points of view. Nurses, professional and practical, are responsible for competently caring for physiological, bio psychosocial, cultural, spiritual and developmental well-being of individuals and families.

Safety
The act of keeping the client free from harm or risk of harm. Professional and Practical nurses act to ensure the safety of each individual under their care by making safe decisions and practice competently while functioning within the appropriate scope of practice according to national and state standards as well as legal and ethical frameworks.

Professional behaviors
Professional behaviors are those manners of conducting oneself leading the individual to be perceived as committed professionals and collaborative members of the healthcare team by individuals within and outside the professional arena of practice. Nurses exhibit behaviors that adhere to roles within the appropriate scope of practice, legal and ethical frameworks and state and national standards of nursing practice. Nurses, Professional and Practical, are accountable for individual actions, behaviors and decisions, value the profession of nursing and participate in ongoing professional development.

Nurses are dedicated to protecting the rights of the individual, serve as a patient advocate and adhere to client confidentiality policies. Nurses value and promote intellectual curiosity, and are committed to lifelong learning for personal and professional growth. Nurses value high standards of practice and assume responsibility for knowledge, learning and competent practice.

It is essential that nurses are aware of the importance of professional organizations and the political, economic and social influences that impact nursing practice. The competent nurse is familiar with the use of research, advancing technology and utilizes evidence based practice to augment critical thinking and advance individual nursing practice.
VI. Nursing Program Leveled Student Learning Outcomes

Students must successfully achieve the appropriate leveled outcomes each semester in order to progress on to the next semester. Achievement of the outcomes per semester is determined by the student's final course grade of a ‘S’, ‘Satisfactory’, 74%, ‘C’ or better. The progression of skill and content increases in complexity each semester in order to prepare the entry level nurse to be a competent, safe and effective provider of nursing care.
<table>
<thead>
<tr>
<th>AAS First Semester Outcomes</th>
<th>AAS Second Semester Outcomes</th>
<th>AAS Third Semester Outcomes</th>
<th>AAS Program Completion Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use an ever expanding body of knowledge and the nursing process to demonstrate critical thinking and problem solving in the decision-making process.</td>
<td>Use an ever expanding body of knowledge and the nursing process to demonstrate critical thinking and problem solving when making decisions and prioritizing care for clients experiencing chronic conditions.</td>
<td>Use an ever expanding body of knowledge and the nursing process to demonstrate critical thinking and problem solving when making decisions and prioritizing care for clients experiencing acute conditions.</td>
<td>Use an ever expanding body of knowledge and the nursing process to demonstrate critical thinking and problem solving in the care of individuals, families, groups and communities experiencing complex conditions.</td>
</tr>
<tr>
<td>Describe the nursing behaviors related to the concepts and principles of caring for diverse populations in a variety of health care delivery settings.</td>
<td>Apply the concepts and principles of caring to meet the chronic illness human needs for diverse populations in a variety of health care delivery settings.</td>
<td>Apply the concepts and principles of caring to meet the acute illness human needs for diverse populations in a variety of health care delivery settings.</td>
<td>Integrate into practice caring behaviors to meet the complex human needs for diverse client populations in a variety of healthcare delivery settings.</td>
</tr>
<tr>
<td>Explain teaching and learning concepts and principles based on developmental stage for clients across the lifespan.</td>
<td>Based on teaching and learning concepts and principles, construct client teaching plan addressing needs of individuals with chronic illness across the lifespan.</td>
<td>Based on teaching and learning concepts and principles, construct client teaching plan addressing needs of individuals with acute illness across the life span.</td>
<td>Evaluate teaching and learning to meet the complex human needs for diverse client populations in a variety of healthcare delivery settings.</td>
</tr>
<tr>
<td>Determine individual client needs using Maslow's Hierarchy of Human Needs.</td>
<td>Apply Maslow’s Hierarchy of Human Needs to assess behaviors, assign priorities to desired outcomes, and plan and prioritize nursing interventions when caring for families, individuals and groups with chronic illness across the lifespan.</td>
<td>Apply Maslow’s Hierarchy of Human Needs to assess behaviors, assign priorities to desired outcomes, and plan and prioritize nursing interventions when caring for families, individuals and groups with acute illness across the lifespan.</td>
<td>Manage care for individuals, families, groups and communities with complex human needs utilizing Maslow’s hierarchy of Human Needs.</td>
</tr>
<tr>
<td>Explain the concepts and principles of collaboration related to client care.</td>
<td>Utilizing client assessment data identify needs for collaboration, interventions and delegation.</td>
<td>Participate in collaboration to foster cooperation, promote and ensure competent, safe, effective and appropriate care to meet the unmet needs of families, individuals and groups across the lifespan.</td>
<td>Initiate collaboration with other health care professionals to meet the unmet needs of individuals, families, groups and communities across the lifespan.</td>
</tr>
<tr>
<td>Distinguish between the principles of effective and therapeutic communication.</td>
<td>Apply communication principles to effectively communicate with individuals, families and groups across the lifespan.</td>
<td>Apply communication principles to communicate therapeutically with individuals, families and groups across the lifespan.</td>
<td>Communicate therapeutically with members of the health-care team, individuals, families, groups and communities across the lifespan.</td>
</tr>
<tr>
<td>Safely provide client care consistent within national and state standards for professional nursing.</td>
<td>Safely provide client care consistent within national and state standards for professional nursing.</td>
<td>Safely provide client care consistent within national and state standards for professional nursing.</td>
<td>Safely provide client care consistent within national and state standards for professional nursing.</td>
</tr>
<tr>
<td>Practice within the national and state nursing standards and legal and ethical frameworks for professional nursing.</td>
<td>Practice within the national and state nursing standards and legal and ethical frameworks for professional nursing.</td>
<td>Practice within the national and state nursing standards and legal and ethical frameworks for professional nursing.</td>
<td>Practice within the national/ state nursing standards and legal/ethical frameworks for professional nursing.</td>
</tr>
<tr>
<td>Able to recognize research terminology.</td>
<td>Aware of use of research in providing patient care.</td>
<td>Fully understands the use of research in providing patient care.</td>
<td>Demonstrates the understanding and use of research and Evidenced-Based Practice in providing patient care.</td>
</tr>
</tbody>
</table>
The Northwest College Nursing Program uses the following criteria as measures of the effectiveness of the program:

**Meets the Standards of the College, Regulatory and Accrediting Agencies**

The Associate Degree in Nursing program and the Practical Nursing Certificate will continue to meet the standards of:
- Northwest College
- Wyoming State Board of Nursing
- Accreditation Commission for Education in Nursing (ACEN)

**Program Completion Rates**

**Associate Degree Nursing Program:**
- Eighty percent (80%) of the students who begin the AAS program and who do not voluntarily withdraw will satisfactorily complete the program within three years with a ‘C’ or better

**Advanced Placement Students:**
- Sixty-five percent (65%) of the students who enter the sophomore year of the AAS program and who do not voluntarily withdraw will satisfactorily complete the program within two years with a ‘C’ or better

**Licensure Rates of Graduates**

The NCLEX-RN pass rate will be at or above the national mean for first time test-takers.

**Employment of Graduates**

Ninety percent (90%) of new AAS program graduates seeking employment will be employed within six to nine months of graduation.

**Program Satisfaction**

**Graduates:**
- Ninety percent (90%) of the graduates of the AAS program who respond to the survey will indicate either ‘agree’ or ‘strongly agree’ the degree to which the employer/graduate is satisfied with the program.

**Employers:**
- Ninety percent (90%) of the employers of the PN and AAS program who respond to the survey will indicate either ‘agree’ or ‘strongly agree’ the degree to which the employer/graduate is satisfied with the program

**Achievement of competencies appropriate to role preparation**

- Students will score at or above the National Group Mean on Comprehensive Predictor exam at end of Program.
- 75% of students will indicate improvement from entrance ATI Critical Thinking exam to ATI Critical Thinking exit at end of program
- Graduates from the program will achieve a score ranking within 5% of the median performance of national graduates from similar programs on each client needs category on the NCLEX exam.
VIII. Code of Ethics for Nurses

Provisions

1. The nurse practices with compassion and respect for the inherent dignity, worth, and uniqueness of every person.

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

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

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

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively, through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

2015 American Nurses Association Code of Ethics
www.nursingworld.org/ethics
Maslow’s Hierarchy of Human Needs

- **Physiological**
  - breathing, food, water, sex, sleep, homeostasis, excretion

- **Safety**
  - security of body, of employment, of resources, of morality, of the family, of health, of property

- **Love/Belonging**
  - friendship, family, sexual intimacy

- **Esteem**
  - self-esteem, confidence, achievement, respect of others, respect by others

- **Self-actualization**
  - morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
X. Course Requirements

All nursing courses are sequential and must be taken with the corresponding co-requisite nursing course(s) in each semester. Students must successfully complete all nursing and co-requisite courses in sequence with an ‘S’, ‘Satisfactory’, ‘C’ or 74% or higher within each semester in order to progress to the next semester. All courses required for graduation from the Nursing Program must be completed with a 2.0 or better. For course descriptions, visit the ‘College Catalog’ link on the Northwest College website.

Computation of Course Credits/Contact Hours - The Nursing Department adheres to the College policy for computation of course credits. The ratios are the following:

- Lecture - 1 contact hour / 1 credit hour
- Laboratory - 2 contact hours / 1 credit hour
- Clinical - 3 contact hours / 1 credit hour
ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING

There are 10 core courses in the Associate of Applied Science Nursing Program composed of a theoretical component and 4 courses composed of a clinical component. The theoretical component is graded on a letter basis. The clinical component is graded on a “satisfactory/unsatisfactory” basis.

**General Education Requirements**

<table>
<thead>
<tr>
<th>Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010 Introduction to Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1000 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td><em>ZOO 2010 Human Anatomy and Physiology I</em></td>
<td>4</td>
</tr>
<tr>
<td><em>ZOO 2020 Human Anatomy and Physiology II</em></td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2030 or Critical Reading &amp; Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 2017 or Introduction to Research</td>
<td></td>
</tr>
<tr>
<td>ENGL 2020 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1200 or Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>SOC 1000 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1000 or American &amp; Wyoming Government</td>
<td>1</td>
</tr>
<tr>
<td>HIST 1221 The United States from 1865</td>
<td>3</td>
</tr>
<tr>
<td>MOLB 2210 General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1000 or above College Level Math Class</td>
<td>3-4</td>
</tr>
<tr>
<td>PE Physical Education Activity/Health &amp; Wellness</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32-33</td>
</tr>
</tbody>
</table>

**Core Courses**

<table>
<thead>
<tr>
<th>Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRST 1540 Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>NRST 2820 Introduction to Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>NRST 1580 Introduction to Medication Administration</td>
<td>2</td>
</tr>
<tr>
<td>NRST 1710 Clinical Experience I</td>
<td>2</td>
</tr>
<tr>
<td>NRST 1630 Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NRST 1700 Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>NRST 1720 Clinical Experience II</td>
<td>4</td>
</tr>
<tr>
<td>NRST 2600 Nursing III</td>
<td>3</td>
</tr>
<tr>
<td>NRST 2620 Maternal Child Nursing I</td>
<td>2</td>
</tr>
<tr>
<td>NRST 2730 Clinical Experience III</td>
<td>5</td>
</tr>
<tr>
<td>NRST 2760 Leadership Management</td>
<td>2</td>
</tr>
<tr>
<td>NRST 2750 Nursing IV</td>
<td>2</td>
</tr>
<tr>
<td>NRST 2770 Maternal Child Nursing II</td>
<td>2</td>
</tr>
<tr>
<td>NRST 2740 Clinical Experience IV</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
</tbody>
</table>

**Prerequisites:** ZOO 2010 - Anatomy and Physiology I*, ENGL 1010 - Introduction to Composition and PSYC 1000 – General Psychology.

*If Human Anatomy and Human Physiology are taken as separate courses (i.e. on-line), Human Anatomy must be taken prior to admission, with Human Physiology to be taken first semester.
## FRESHMAN YEAR

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2030 or 2017</td>
<td>Critical Reading and Writing or Introduction to Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>or 2010</td>
<td>or Technical Writing</td>
<td></td>
</tr>
<tr>
<td>ZOO 2020</td>
<td>Anatomy and Physiology II (3 hrs. lec., 2 hrs. lab)</td>
<td>4 credits</td>
</tr>
<tr>
<td>NRST 1540</td>
<td>Nursing I</td>
<td>4 credits</td>
</tr>
<tr>
<td>NRST 2820</td>
<td>Introduction to Pharmacology</td>
<td>2 credits</td>
</tr>
<tr>
<td>NRST 1580</td>
<td>Introduction to Medication Administration</td>
<td>2 credits</td>
</tr>
<tr>
<td>NRST 1710</td>
<td>Clinical Experience I</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1200 or</td>
<td>Cultural Anthropology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 1000</td>
<td>or Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>POLS 1000 or</td>
<td>American and Wyoming Government or</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIST 1221</td>
<td>The United States from 1865</td>
<td></td>
</tr>
<tr>
<td>NRST 1630</td>
<td>Mental Health Nursing</td>
<td>2 credits</td>
</tr>
<tr>
<td>NRST 1700</td>
<td>Nursing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>NRST 1720</td>
<td>Clinical Experience II</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**YEAR 1 CREDITS:** 32  
**NURSING:** 19  
**NON-NURSING:** 13

## SOPHOMORE YEAR – ASSOCIATE OF APPLIED SCIENCE DEGREE

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOLB 2210</td>
<td>General Microbiology I (3 hrs. lec., 3 hrs. lab)</td>
<td>4 credits</td>
</tr>
<tr>
<td>NRST 2600</td>
<td>Nursing III</td>
<td>3 credits</td>
</tr>
<tr>
<td>NRST 2620</td>
<td>Maternal Child Nursing I</td>
<td>2 credits</td>
</tr>
<tr>
<td>NRST 2730</td>
<td>Clinical Experience III</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1000 or above</td>
<td>College Level Math Class</td>
<td>3 – 4 credits</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Activity/Health &amp; Wellness</td>
<td>1 credit</td>
</tr>
<tr>
<td>NRST 2760</td>
<td>Leadership Management</td>
<td>2 credits</td>
</tr>
<tr>
<td>NRST 2750</td>
<td>Nursing IV</td>
<td>2 credit</td>
</tr>
<tr>
<td>NRST 2770</td>
<td>Maternal Child Nursing II</td>
<td>2 credits</td>
</tr>
<tr>
<td>NRST 2740</td>
<td>Clinical Experience IV</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

**YEAR 2 CREDITS:** 29-30  
**TOTAL CREDITS AASN:** 72-73  
**NURSING:** 21  
**NON-NURSING:** 8-9  
**PRE-REQUISITES:** 11

The credit/contact hours for the AAS degree in Nursing are as follows:

- NRST 2820 Introduction to Pharmacology - 2 credits (30 hrs. lecture)
- NRST 1540 Nursing I - 4 credits (52.5 hrs. lecture/15 hrs. lab)
- NRST 1580 Intro. to Medication Administration - 2 credits (22.5 hrs. lecture/15 hrs. lab)
- NRST 1710 Clinical Experience I - 2 credits (30 hrs. clinical)
- NRST 1630 Mental Health Nursing - 2 credits (30 hrs. lecture)
- NRST 1700 Nursing II - 3 credits (37.5 hrs. lecture/15 hrs. lab)
- NRST 1720 Clinical Experience II - 4 credits (180 hrs. clinical)
- NRST 2500 Role Transition-PN to RN - 2 credits (30 hrs. lecture)
- NRST 2600 Nursing III - 3 credits (45 hrs. lecture)
- NRST 2620 Maternal Child Nursing I - 2 credits (30 hrs. lecture)
- NRST 2730 Clinical Experience III - 5 credits (225 hrs. clinical)
- NRST 2760 Leadership Management - 2 credits (30 hrs. lecture)
- NRST 2750 Nursing IV - 2 credit (30 hrs. lecture)
- NRST 2770 Maternal Child Nursing II - 2 credits (30 hrs. lecture)
- NRST 2740 Clinical Experience IV - 5 credits (225 hrs. clinical)
XI. Nursing Program Approximated Costs

### Nursing Program

APPROXIMATE BREAKDOWN OF COSTS

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIFORMS/EQUIPMENT</strong></td>
<td><strong>UNIFORMS/EQUIPMENT</strong></td>
</tr>
<tr>
<td>a. 2 Uniforms</td>
<td>$120.00</td>
</tr>
<tr>
<td>b. White Lab Coat (opt.)</td>
<td>$35.00</td>
</tr>
<tr>
<td>c. White Shoes</td>
<td>$60.00</td>
</tr>
<tr>
<td>d. Hemostat</td>
<td>$7.00</td>
</tr>
<tr>
<td>e. Bandage Scissors</td>
<td>$6.00</td>
</tr>
<tr>
<td>f. Stethoscope</td>
<td>$80.00</td>
</tr>
<tr>
<td>g. Patches (3)</td>
<td>$9.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td><strong>SECOND YEAR</strong></td>
</tr>
<tr>
<td><strong>TUITION/FEES/BOOKS</strong></td>
<td><strong>TUITION/FEES/BOOKS</strong></td>
</tr>
<tr>
<td>Course Lab Fees</td>
<td>$350.00</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>$25.00</td>
</tr>
<tr>
<td>College Tuition &amp; Fees (For In-State Resident)</td>
<td>$2,200.00</td>
</tr>
<tr>
<td>Books &amp; ATI Testing</td>
<td>$1,500.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td><strong>MISC. COSTS</strong></td>
<td><strong>MISC. COSTS</strong></td>
</tr>
<tr>
<td><strong>Travel/Lodging</strong> (To/from clinical for 2 semesters)</td>
<td>$700.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td><strong>ROOM/BOARD</strong></td>
<td><strong>ROOM/BOARD</strong></td>
</tr>
<tr>
<td>WITHOUT ROOM/BOARD</td>
<td>$5,092.00</td>
</tr>
<tr>
<td>WITH ROOM/BOARD</td>
<td>$8,922.00</td>
</tr>
<tr>
<td><strong>APPROXIMATE  COSTS FIRST YEAR</strong></td>
<td><strong>APPROXIMATE TOTAL COSTS 2nd YEAR</strong></td>
</tr>
<tr>
<td>WITHOUT ROOM/BOARD</td>
<td>$5,092.00</td>
</tr>
<tr>
<td>WITH ROOM/BOARD</td>
<td>$8,922.00</td>
</tr>
<tr>
<td><strong>APPROXIMATE  COSTS BOTH YEARS</strong></td>
<td><strong>APPROXIMATE TOTAL COSTS BOTH YEARS</strong></td>
</tr>
<tr>
<td>WITHOUT ROOM/BOARD</td>
<td>$10,007.00</td>
</tr>
<tr>
<td>WITH ROOM/BOARD</td>
<td>$17,667.00</td>
</tr>
</tbody>
</table>

**APPROXIMATE  COSTS FIRST YEAR WITHOUT ROOM/BOARD** | $5,092.00 |

**APPROXIMATE TOTAL COSTS 2nd YEAR WITHOUT ROOM/BOARD** | $4,915.00 |

**APPROXIMATE  COSTS WITH ROOM/BOARD** | $8,922.00 |

**APPROXIMATE TOTAL COSTS 2nd YEAR WITH ROOM/BOARD** | $8,745.00
*Students must provide own transportation between the clinical facilities including, but not limited to: Powell, Worland, Lovell, Basin, Cody, Evanston, Casper, Cheyenne, and Thermopolis. In addition, students will have to pay for food and housing during some clinical experiences from outside the local area.
XII. NWC Administrative Organization Chart with Nursing Department
Nursing Student Handbook

Policies and Procedures
I. Admission Process

The AAS degree will no longer be offered after Spring 2017. Students who are interested in becoming an RN will be admitted to the ADN program each fall term. The application process and details for the student selection process for both programs is outlined in the application packets available online at www.nwc.edu/nursing or in the Nursing Program office. Scores on the TEAS V test and the student’s cumulative GPA (grade point average) from the program of study are used to rank complete applications for acceptance into the nursing program. Applications are reviewed by the Director and faculty of the Nursing Program after the submission deadline. Applications that are incomplete or submitted past the application deadline will not be considered. Depending on the program and point of entry, students may be required to have a background check and meet technical and physical requirements as part of a two-tiered admission process. All students will be required to submit to entrance and random drug screening while in the program. Please see application information on the website for the most up to date information.

Associate Degree in Nursing Program
A completed application packet must be received in the Nursing Department by the first Friday in March in order to be considered for admission to the Nursing Program.

Student Selection Process
1. Current Lab Science within the last 5 years
2. Current MATH 1000 or MATH 1400 course within the last 5 years or Compass placement score of 66-100 (Algebra Domain) or 0-64 (College Algebra). Students may also take the Accuplacer exam and show math proficiency by achieving a score of 85-120 (Elementary Algebra) or 0-62 (College Level Math).
3. Students have completed all the pre-requisite courses
4. Students have completed the TEAS test and met the National Programmatic Mean score minimum (although this may be adjusted nationally each year, it is typically above 64.9)  
5. Students have met the cumulative GPA requirement of 2.7 on courses within the program of study
6. Students have a turned in a letter of intent
7. Students have submitted official transcripts from all schools attended; including Northwest College
8. Students have turned in a signed application checklist
9. All required materials as stated above have been turned in by the deadline for application

Students who have satisfactorily completed all the numbered items above will be ranked for consideration towards admission into the AAS Program.

Students who wish to apply but are currently enrolled in a pre-requisite course during the spring semester must submit an official transcript reflecting current enrollment in the course. If selected for entry into the program, student must show successful completion of the course(s) to the Nursing Department, as indicated by a ‘C’ or above.

Advanced Placement Students for Current Academic Year 2016-2017
Applicants eligible for Advanced Placement must be Licensed Practical Nurses who have completed at least one year of working experience as an LPN. Applicants who meet the application criteria and are accepted into the program will enter the sophomore year of the AAS program if there is space available.
Student Selection Process

A completed application packet must be received in the Nursing Department by the first Friday in March in order to be considered for admission to the Nursing Program.

1. Current Lab science within the last 5 years.
2. Current MATH 1000 or MATH 1400 course within the last 5 years or appropriate math placement scores as stated above.
3. Written documentation from employer on company letterhead demonstrating at least 1 (one) year of working experience as a LPN.
4. A minimum grade of ‘C’ or better is required in all program-related course work and a minimum 2.5 cumulative GPA on nursing program of study courses must be reflected in official transcripts.
5. LPN Entrance Test: Composite percentage score must be equal to or better than the National Program Mean (850).
6. Clinical Skills Challenge scheduled during first few days of class in fall: Graded “Satisfactory”.
7. Completion of Advanced Placement General Education Course Prerequisites: See application checklist.

It must be evident in official transcripts that PN courses taken by the student include pharmacology and dosage calculation content required for medication administration. If this content was integrated into prior nursing course work and not specifically noted on the student transcript, the student can receive credit for the content by presenting a syllabus of integrated course to the Director of Nursing for review. If it is unclear if pharmacology content was adequate, a challenge exam may be required.

Advanced Placement and Transfers/Re-Entry students beginning in Fall 2017

There are two entry points to the Associate Degree Nursing program; 1) at the beginning of each fall with a new cohort or 2) at mid-point-joining the ongoing sophomore cohort in Semester 3.

Licensed LPN students: (eligible for mid-point entry)

A completed application packet must be received in the Nursing Department by the first Friday in March in order to be considered for admission to the Nursing Program at midpoint.

1. Current Lab science within the last 5 years.
2. Current MATH 1000 or MATH 1400 course within the last 5 years or appropriate math placement scores as stated above.
3. A minimum grade of a ‘C’ or better is required in all program-related course work and a minimum 2.5 cumulative GPA on nursing program of study courses must be reflected in official transcripts.
4. LPN Entrance Test: Composite percentage score must be equal to or better than the National Program Mean (850).
5. Clinical Skills Check-offs scheduled during first few days of class in fall: Graded “Satisfactory”.
6. Enrollment and/or completion of all courses equal to students at ADN sophomore first semester (see application packet for Advanced Placement).

Transfer Students or Re-entry Students:

Applicants who have withdrawn from a previous NWC AAS degree in nursing program, NWC ADN program, or students who have completed an equivalent course at another college or university may apply for entry at midpoint if appropriate. The applicant must contact the Director of Nursing and bring official transcripts for evaluation. If appropriate for mid-point entry, students will need to meet the following criteria:

A completed application packet must be received in the Nursing Department by the first Friday in March in order to be considered for admission to the Nursing Program as initial entry or mid-point entry.

1. Current Lab science within the last 5 years.
2. Current MATH 1000 or MATH 1400 course within the last 5 years or appropriate math placement scores as stated above.
3. For mid-point entry: A minimum grade of a ‘C’ or better is required in all program-related course work and a minimum 2.5 cumulative GPA on nursing program of study courses must be reflected in official transcripts.

4. Clinical Skills Check-off scheduled during first few days of class in fall: Graded “Satisfactory”/“Unsatisfactory”. If “Unsatisfactory”, process for re-testing will follow outline on page 39-39 “Skill Demonstration”.

5. If student does not meet criteria 1-4 or evaluation of transcripts do not indicate academic preparation for midpoint entry, then discussion with the Director of Nursing will ensue regarding student’s qualifications and ability to apply to enter as a beginning student in the first semester of the ADN program.
II. Evaluation, Progression, Dismissal & Readmission

Regular On-going Evaluation for Progression
Students are evaluated regularly and in an on-going manner throughout their nursing education by a process of formal examination and quizzes, assignments, laboratory returns, observation in the clinical laboratory and classroom areas, and weekly clinical evaluations completed by the student and the clinical instructor. Theory and clinical objectives will be contained in the course syllabi. Students will have access to written records of individual progress and performance in theory, laboratory, and clinical components of nursing courses which are maintained in student files.

Clinical learning experiences: The nursing faculty will be responsible for monitoring whether the student is meeting the learning outcomes and adhering to the policies and procedures of the Nursing Student Handbook. The faculty, in conjunction with the Director of Nursing shall do so by the following:
- Direct interaction with and supervision of the students in the clinical area related to clinical activities, including clinical pre and post conference.
- Attendance at the faculty meetings, paying attention to any concerns about behavior of students.
- Ensuring that each student in the clinical section completes a self-evaluation/Clinical Evaluation Tool each week using the form provided for this purpose.
- Completing the Clinical Evaluation Tool at the end of each week on each student in the clinical section and returning this evaluation early in the following week.
- Conduct periodic meetings as needed with students to discuss evaluations and plan for needed changes.
- Keep copies of student and faculty assessments to help the program and students to document student progress and areas for needed growth.
- Daily Clinical Feedback Tools as needed
- Preceptor and ancillary feedback tools
- Midterm and End of Semester evaluations

Classroom and laboratory learning experiences: The nursing faculty will be responsible for monitoring whether the student is meeting the learning outcomes and adhering to the policies and procedures of the Nursing Student Handbook. The faculty, in conjunction with the Director of Nursing, shall do so by the following:
- Direct interaction with and supervision of the students in the laboratory and classroom areas related to activities, assignments, quizzes, assessments etc.
- Providing written and verbal feedback regarding student skill performance in laboratory setting.
- Attendance at the faculty meetings, paying attention to any concerns about behavior of students.
- Ensuring that each student in the laboratory and classroom experiences completes requirements and is provided timely feedback on activities, assignments, quizzes, assessments etc.
- Conduct periodic meetings as needed with students to discuss evaluations and plan for needed changes.
- Keep copies of student and faculty assessments and communications to help the program and students to document student progress and areas for needed growth.
- Midterm and End of Semester evaluations.
- Skill lab check-off evaluation.
Semester Evaluation
Students will be evaluated on a midterm and end of semester basis by the Northwest College nursing faculty. Students will be informed in writing of the student’s status and are required to sign the evaluations after reviewing them. Copies of evaluations are maintained in the student’s file. Students meeting learning outcomes may request a face to face meeting with faculty to discuss their evaluations. Students not meeting learning outcomes will be required to meet with faculty and/or Nursing Director.

As Needed Evaluation
Faculty will meet with students with identified concerns to address areas of unmet learning outcomes or unmet expectations of behaviors as outlined in the Nursing Student Handbook on an as needed basis. The student and faculty collaboratively develop a remediation plan that addresses the areas of concern and outline corrections in deficiencies to promote resolution and support student success. The Nursing Faculty and Director of Nursing will follow the protocol outlined below:

1. **Problematic/disciplinary behavior documented.** Problematic behavior will be documented in writing by faculty, discussed with student and placed in the student’s academic file. The student and Director of Nursing will receive a copy of this written documentation.

2. **Problematic/disciplinary behavior resulting in a Warning Letter, contract and possible probation.** If a pattern of problematic behavior or a single, very serious lapse in meeting the expectations outlined in the Nursing Student Handbook becomes evident, the steps below will be followed:
   a. **Warning Letter and Probationary Status:** A Warning Letter outlining the student’s continuation of problematic behavior or lapse in meeting the expectations outlined in the Nursing Student Handbook. The letter will be composed by the Director of Nursing in conjunction with the faculty member initiating the Warning Letter.
   b. **Contract:** The Director of Nursing, in collaboration with the nursing faculty, will prepare an individual student contract that must accompany the Warning Letter identifying what needs to be demonstrated in order to meet the learning outcomes and/or expectations outlined in the Nursing Student Handbook and a time frame.
   c. **Student is given Warning Letter and Contract:** The student and Director of Nursing will review the Warning Letter and Contract. After the student reads and/or comments and signs the Warning Letter and contract, a copy of the contract is placed in the student’s academic file.
   d. **Monthly Progress:** The Director of Nursing will collaborate with nursing faculty to determine student’s performance/progress toward the goals outlined in the contract. Student will meet monthly with the Director of Nursing or designee to receive verbal feedback and written documentation of their progress toward meeting the written plan outlined in the contract. If the student does not uphold the expectations within contract, a meeting with the Director of Nursing will be scheduled to discuss progression or dismissal from the program.
   e. **Probation:** Upon collaboration with the nursing faculty, the Director of Nursing may determine that the behavior of the student warrants placement on probation. If placed on probation, the student will be notified of their probationary status and will remain on probation throughout the duration of the program. If the student has further unmet learner outcomes or failure to meet expectations outlined in the Nursing Student Handbook, a meeting with the Director of Nursing will be scheduled to discuss progression or dismissal from the program.

Student Suspension
Students who fail to comply with NWC Nursing Program standards, policies and procedures will be contacted by faculty and/or the Nursing Director to meet formally to address issues of non-compliance. If the student fails to respond to requests to meet with the faculty and/or Director, the student will be placed on suspension from Nursing Program until the student has taken the proper and necessary steps to meet with the faculty and/or Director and resolve all issues of concern. Students
placed on suspension will not be allowed to attend Nursing classes, laboratory, clinical learning experiences or other Nursing Program activities. Examples of behaviors that can result in suspension include but are not limited to:

- Failure to comply with the NWC and/or Nursing Student Handbook policies and procedures.
- Students who present an immediate danger to themselves, clinical clients/facility staff, or other students while in the classroom, clinical or lab setting.

**Withdrawal**
Should it become necessary for the student to withdraw from the program at any given point, the designated withdrawal procedures below must be completed.

- The student must follow the procedure for withdrawal as outlined in the NWC Catalog by completing a ‘Change of Status’ form with the Registrar’s Office.
- For withdrawal from nursing courses outside the withdrawal timeframe, students will need to contact the Registrar’s office for withdrawal through the Student Appeals process.
- For withdrawal from the nursing courses due to medical reasons, student will need to follow the withdrawal process for ‘medical appeals’ through the Registrar’s office.
- Formal notification to the nursing department and an exit interview with the Director of Nursing or designee is required if the student plans to seek readmission to the Nursing Program.
- The student will be required to reapply for admission to the Nursing Program following the ‘Readmission’ policy outlined in the Nursing Student Handbook.

**Failure to Progress**
A “C” (74% or higher) is required for successful completion of all required theory/lab nursing courses and a “S” (Satisfactory) is required in all clinical courses. A “C-“ or less in a theory/lab course or a “U” (Unsatisfactory) in a clinical course will result in the student’s inability to continue in the Nursing Program. Because the core nursing theory courses and clinical courses are co-requisites, both courses must be retaken if one is failed. Each nursing course is taught once a year. Therefore, the student will be required to wait one year and follow the readmission policy for re-entry into the Nursing Program.

**DISMISSAL**
Attending nursing school is a privilege. Students, faculty and administration of the Nursing Department have the responsibility to maintain high professional and ethical standards. They also have the responsibility to maintain patient safety in the classroom, lab, and clinical setting and practice within legal and ethical frameworks adhering to state and national standards of practice.

Students exhibiting behaviors/actions outside the expectations of the Nursing Student handbook will result in the initiation of the ‘As Needed Evaluation’ protocol. If it is determined during the investigation that the breach is severe in nature or that multiple dismissible offenses have occurred, the Director of Nursing may choose to dismiss the student from the program immediately without continuing the ‘As Needed Evaluation’ protocol.

Dismissal from the Nursing Program does not impact classes outside of the nursing curriculum, unless there has been a breach of Northwest College Student Handbook policy, at which point the Vice President for Student Affairs will be notified. Dismissible offenses include but are not limited to the following:

- Unprofessional attitude, conduct and/or behavior as outlined in the Nursing Student Handbook
- Violation of Northwest College Student Handbook policy and procedures
- Violation of state or national standards of practice or actions outside the legal or ethical framework outlined by the ANA Code of Ethics for Nurses
- Violation of facility policies that jeopardize facility relationships and/or penalize the NWC Nursing Program from future facility experiences and opportunities.
- Violation of the substance abuse policy resulting in positive screening result that is validated by medical professional documentation.
- Federal HIPAA Violations
  - Tier one: unintentional violations will result in verbal and written reprimand with probation for the remainder of the program.
  - Tier two: intentional access will result in dismissal from the Nursing Program without readmission option.
- Failing to meet leveled learning outcomes in all nursing courses indicated by a final course average of 'C', 74% or 'S', Satisfactory
  - Failing to obtain a “C”, ‘S, ‘Satisfactory’, or 74% or higher in core nursing courses after two attempts will result in dismissal without readmission option.
  - Failing to complete coursework within designated deadline will result in the conversion of ‘I’ Incomplete grade to ‘F’ for final grade.
  - Failure to achieve designated ‘passing score’ after three attempts of the Basic Math/Drug Dosage Exam
- Behavior or action outside safe nursing practice as noted in the clinical and professionalism directives that jeopardizes the safety of patients, staff, or classmates. The unsafe behavior may be from isolated, related, or unrelated incidents, intentional or unintentional, resulting in harm or no harm to the client, facility/NWC staff, classmate, or faculty member.
- Failing to obtain a “C” 74% or higher in a general education course required for the Nursing Program degree or certificate, placing the student out of sequence for the program of study.
  - Failing to obtain a “C” 74% or higher in a general education course required for the Nursing Program degree or certificate, Failing to obtain a “C” 74% or higher after three (3) attempts to earn a “C” 74% or higher results in dismissal without the option for readmission.
- Violation(s) of Academic dishonesty policy or plagiarism as defined by Northwest College.
- Consistent failure to comply with the policies and procedures set forth by NWC and/or the Nursing Department or additional violations while in probationary status.

Readmission following dismissal may be considered if evidence is presented that reflects that the problem or problems related to the dismissal have been or are being resolved. Readmission may be denied based on past academic performance, past clinical performance, and/or the nature of the reason for dismissal. The decision to readmit a student to the Nursing Program will be made by the Director of Nursing in collaboration with evidence presented by the nursing faculty.

**Student Due Process**

Students wishing to appeal a faculty or administrative decision are assured student due process. The Northwest College Nursing Department ensures student due process by adhering to the Northwest College [grievance and appeals process](#) outlined in the Northwest College Student Handbook. To initiate a grievance or appeal, students are expected to follow the following chain of command to resolve all concerns and issues:

- The student will first go to the instructor(s) directly involved with the concern.
- Then, if the issue is not resolved to the satisfaction of the student, the student can choose to discuss the issue with the Director of the Nursing Program or designee.
- Then, if the issue is not resolved to the satisfaction of the student, the student can choose to discuss the issue with the Chair of the Life and Health Sciences Division.
- Then, if the issue is not resolved to the satisfaction of the student, the student can choose to discuss the issue with the Vice President of Academic Affairs.
- Final formal Northwest College appeals process as outlined in the NWC Student Handbook.
ATI Benchmark Proficiency exams listed according to the semester they are required.

**Freshman first semester:**
- Fundamentals of Nursing
- Pharmacology

**Freshman second semester:**
- Mental Health Nursing
  
  *Students entering the second semester of the nursing program are responsible for meeting the benchmark on the exams taken during the freshman first semester.

**Sophomore third semester:**
- Medical-Surgical Nursing
- Maternal-Newborn Nursing Care
  
  *Students entering the sophomore third semester of the nursing program are responsible for meeting the benchmark on the exams taken during the freshman first and second semester

**Sophomore fourth semester:**
- Leadership
- Nursing Care of Children
- Comprehensive Predictor
- Community Health Nursing
  
  *Students entering the fourth semester of the nursing program are responsible for meeting the benchmark on the exams taken during the freshman first, second and sophomore third semester.

**PROGRESSION**

All nursing courses are sequential and must be taken with the corresponding co-requisite nursing courses(s) in each semester. Students must successfully complete all nursing and co-requisite courses with a ‘C’, ‘S’, ‘Satisfactory’, 74% or higher within each semester in order to progress to the next semester. Failure to successfully meet the math exam competency score, complete any course within sequence or to demonstrate competency and progression within each semester render the student ineligible to progress to the next semester.

**Completion Requirements/Graduation**

Students of NWC’s Nursing Program are eligible for graduation upon successful completion of the program as evidenced by receiving a 2.0 or above in all academic courses and by completing any additional requirements requested by NWC.

Completion of NWC specific degree/certificate requirements (in good standing) permits a student to graduate from NWC and receive the appropriate degree/certificate which conforms to Wyoming State Board of Nursing and Wyoming Community College Commission requirements.

Upon receipt of their degree/certificate, students will be eligible to apply to take the National Council Licensure Examination. A passing score on the examination allows them to use the title of Registered Nurse. Graduates may seek employment in the state in which they are licensed.
III. Student Services & General Information

STUDENT SERVICES

Nursing Students are encouraged to access a variety of Student Services via the Northwest College website.

Accident and Health Insurance
1. A group accident only insurance policy, approved by the Associated Students of Northwest College, is required of all full-time students. Please refer to the Northwest College Student Handbook and Academic Planner under the Beneficial Services.
2. Students are strongly advised to purchase and carry their own personal health insurance.

Liability Insurance
1. All nursing students are required to carry professional liability insurance before they can be allowed to participate in any activity which requires contact with patients.
2. Professional liability insurance is purchased annually (usually at the beginning of the fall semester) as an embedded fee through the course registration process and is valid for one academic school year.

Library and Reference
1. Students are urged to use the NWC Hinckley Library facilities and on-line data bases. Click on the Hinckley Library on the NWC website to find library hours, policies and instructions for access of library resources. Librarians are linked into each nursing course for easy student access. Transcripts will not be sent if there are outstanding library fines/fees.

Nursing Computer Lab
The Nursing department houses computers explicitly for nursing student use donated through the generosity of Dr. Haberland in memory of his wife who was a nurse. Students are expected to respect the posted signs indicating ‘no food or drink’ and to keep the computer lab neat and orderly. Nursing students may use the computer lab during any of the times available on the posted ‘lab schedule’ outside the computer lab entry door. No children are allowed in the nursing computer lab during or after school hours without obtaining permission in advance from the faculty, staff or the Director of Nursing. Students are expected to be courteous to other users by using headphones and keeping the noise level down. Headphones are available from the nursing program secretary for check out. For computer problems encountered in the computer lab during the regular work day, contact the Nursing program secretary or faculty member. For computer problems during the evenings, contact computing services.

Student Activities and Organizations
NWC provides extensive opportunities for participation in activities and student organizations. Students are encouraged to become involved with at least one organization or activity on campus. Visit the NWC ‘Student Life’ website for more information.

Class Representatives
Class representatives are intended to facilitate communication between the faculty and the student body. The class representative is not meant to serve as a mediator for conflict among class members, policy maker for class activities, mandate fund-raising efforts, or enforce compliance with decisions made by the faculty or other class members.
1. Each incoming freshman AAS student cohort and incoming PN student cohort will be asked to select a class representative during the first semester of Nursing School. The term of the representatives is for the duration of their program of study. Should the elected student not continue in the program, choose to resign from the designation of representative or if the elected student is placed on probation, the class will be asked to elect another representative.
2. Each class may elect up to four other representatives to serve in the place of the elected representative or have other duties such as; treasurer, secretary and/or historian if they choose.

3. The elected student representative(s) will serve as a liaison with the faculty and will attend one faculty meeting held on the designated Monday of each month. The representative(s) from each AAS class and the Practical Nursing president, or designee, will also serve on the Nursing Advisory Board and are expected to attend biannual meetings of their respective Boards.

4. The class representative(s) will be responsible for coordinating the pinning ceremony events with the Director of Nursing or designee. The freshman representative and four other freshman class members are expected to serve in various capacities during the sophomore pinning ceremony.

**Fund Raising**
Nursing students are not expected to raise funds to attend any part of their clinical experiences or meet other coursework expectations. Students may seek scholarships as an individual, but may not solicit donations or funding as a class representative. Students wishing to raise funds toward costs incurred during nursing school or outside learning opportunities are encouraged to contact the faculty mentor for the local Student Nurses’ Association for further direction.

**Student Nurses’ Association**
Students interested in nursing or currently in the nursing program are encouraged to participate in the local Student Nurses’ Association. The Student Nurses’ Association mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance. Meetings are held monthly during the academic year on the NWC Campus in Powell.

**Financial Aid**
Students at NWC may obtain scholarships and financial aid according to need and ability as determined by NWC or by the guidelines of the granting agency. Forms and inquiries concerning this aid may be obtained from the Director of Financial Aid at NWC. Northwest College is in compliance with Higher Education Re-authorization Act Title IV eligibility and certification requirements are maintained. For more information visit ‘Financial Aid’ on the NWC website.

**Tuition and Fees**
- The costs for attending Northwest College is located on the ‘Admissions’ section of the Northwest College website. Students in the Nursing Program will incur additional expenses for travel, lodging, equipment, supplies and course fees. Approximated costs of the nursing program are outlined in the Nursing Student Handbook.
- Students are encouraged to apply for available scholarships and are responsible for making the appropriate financial arrangements with the financial aid and business office. Official transcripts will not be sent from NWC until all financial obligations have been paid.

**Academic Advisement**
All nursing students must be assigned a nursing advisor. Whenever possible the student will have the same advisor throughout the four semesters in the Nursing Program. Students can request a change of advisor from the Academic Services Office. All students are required to attend advising day each semester while in the Nursing program to ensure that:
- Students are in sequence with required courses
- Grades for required courses are satisfactory; “S” or “C” 74% or higher
- Students are meeting program requirements for progression and continuation in the program

All students are required to bring the following items with them on advising day:
- Printed copy of unofficial transcripts from the previous semester
- A degree audit must be completed and brought with the student during the fall semester advising day for sophomore RN students
- A degree audit must be completed and brought with the student during summer semester midterm evaluation/advising day for PN students
Although sophomore RN students and final semester PN students will not be registering for classes in the final semester of the program, all will still be required to attend advising day in the final/spring semester to:

- Review student’s program standing and eligibility for graduation
- Review that students remain in sequence with required courses
- Review grades for required courses are satisfactory; “S” or “C” 74% or higher

Additional advising appointments may be initiated by either the student or the faculty advisor.

**Student Health Services**

Student health services are available on the campus of NWC. Please refer to NWC Student Health & Safety for more information regarding this service.

**Counseling and Testing Services**

The nursing faculty does not provide personal counseling. This service is available through the Student Success Center in the lower level of Coulter Hall. The SSC has professionally licensed counselors who can provide personal, career, and crisis intervention counseling in a confidential atmosphere to any student requesting it. To find out how to schedule an appointment or find out more information, visit the NWC Student Success Center.

**Students with Disabilities**

Northwest College is dedicated to removing barriers and opening access for students with disabilities in compliance with ADAAA and Section 504 of the Rehabilitation Act. It is the student’s responsibility to make an appointment with the Disability Support Services (DSS) Coordinator to provide documentation of a disability (whether it is psychiatric, learning, mobility, health related or sensory) and to inquire about accommodations for courses each semester. To contact the DSS Coordinator, call 754-6135 or stop by the Student Success Center located in the lower level of Colter Hall. Students can also visit the NWC Disability Support website for more information.

**Computer Services**

Computing services information is available via the website with additional information and links for assistance.

**GENERAL POLICIES**

**Employment Policy**

- Work and “being on call “is not considered an excuse for tardiness or absences, either for class, lab or clinical. Students may not leave clinical, lab or class to go to work or for ‘call’. Students may not accept ‘on-call’ duties while attending class, lab or clinical. The student’s departure to go to work or leave for ‘on-call’ will be considered as ‘unexcused absence’ and will follow policy as such.
- Students should not schedule appointments or plan to leave class/clinical/lab early unless special permission is obtained from the instructor and/or Director of the Nursing Program or designee prior to clinical/lab or classroom learning experience.
- For the sake of client safety, a student cannot work a shift or take call just prior to the assigned clinical time. If the instructor determines that the student is excessively fatigued and cannot perform safely, the student will be sent home and it will be considered an unexcused clinical absence.
- Should it become evident that excessive work hours are interfering with classroom and/or clinical performance, the student will be counseled initially by the faculty who is concerned. Further referral to the Director of the Nursing Program or designee from a nursing faculty member will ensue if concerns persist.

**Refund Policy**

Students, who leave the program prior to completion, will receive a refund of tuition according to the refund schedule as shown in the Northwest College Catalog.
**Student Use of Telephones (calls/texting/cameras)**

- Cell phones are to be turned off and put away during class and laboratory. Cell phones may not be on person while in clinical experiences. The instructor reserves the right to keep the phone until class, clinical or learning activities are complete if the cell phone disrupts learning or if the student is utilizing the texting feature on their cell phone during any learning experience. The student may not leave class, clinical experience or lab to answer a phone call unless extenuating circumstances necessitate and the student has made arrangements prior to lab/class with the instructor.
- Personal calls, texting and taking pictures with cell phones, tablets or other camera devices are prohibited during clinical experiences.

**Tobacco**

Smoking or any other form of tobacco use is not allowed in the Yellowstone Building or at clinical facilities.

**Change of Name and Address**

The student is responsible to notify the nursing office and the records office at the college of any changes in contact information for the duration of the program and immediately after graduation.

**Computer Requirements**

Because of the blended nature of the AAS Degree Nursing Program coursework, it is essential that students have a properly functioning computer that has internet capabilities and the NWC recommended minimum hardware requirements. Students have multiple opportunities to utilize computer labs on campus and are required to be aware of computer resources on campus and/or for maintaining proper function of personal computer. Electronic/computer failure does not exempt students from assignment due dates, course work requirements, or examination deadlines.

**Family Members on Campus**

The nursing program follows the Northwest College Student Handbook policy which discourages the extended presence of children or other family members in the learning and working environment on the campus. This includes the nursing labs, simulation lab, computer lab, medication administration area, debriefing area or classrooms.

**The Pinning Ceremony**

Each student in each graduating class is expected to participate in the Pinning Ceremony to mark the completion of the program of study in nursing. Under the direction and approval of the Director of Nursing or designee, each graduating cohort is responsible for choosing processional and recessional music, the keynote speaker and planning speakers for each student-led component of the pinning ceremony. Slideshows are shown prior to the beginning of the pinning ceremony and during the reception only. The slideshow and music must be approved by the Director of Nursing or designee.

For the pinning ceremony, students will wear clinical uniforms, white shoes and name badges. Hair may be down and jewelry may be worn. The student should consider what would look professional and confer with the faculty for approval if there is any question regarding appropriateness. Students arriving for pinning, in inappropriate dress, will not be permitted to participate in the ceremony.

The graduating class, as a whole, is responsible for collaborating with the Nursing department to have a portrait of all graduating students within the cohort taken for display in the Nursing department. The portrait is taken by the NWC photographer, printed by the NWC print shop and displayed for one year. After the year is complete, the digital version will be archived in the nursing department and the portrait will go to a student within the cohort as chosen by the graduating cohort.
IV. Student Health & Safety Responsibilities

Students must have the cognitive and physical ability to meet course outcomes and to render nursing care with reasonable skill and safety to clients and self. It is the student’s responsibility to advise the faculty of pregnancy, allergy, any acute or chronic health conditions, infectious diseases or any such conditions that may interfere with academic or clinical progress. The faculty reserves the right to restrict the student’s clinical practice when a health related problem or potential problem exists. Students must adhere to the health and safety rules and regulations of assigned clinical agencies.

In the event of extended interruption of classroom or clinical activities due to hospitalization or health related circumstances, the student will be required to provide a written statement from a qualified health care provider regarding any restrictions or required accommodations before being allowed to resume classroom and clinical activities.

IMMUNIZATIONS & CPR REQUIREMENTS

The Nursing Department has a contract with each of the health care facilities which are utilized for student learning experiences. A provision of these contracts requires that all students enrolled in the Nursing Program show proof of immunity for a variety of disease processes and current CPR certification.

Our clinical facilities require American Heart Association Basic Life Support for Health Care Providers. No other CPR certification will be accepted. If already certified, students must re-certify every two years and remain current with certification while a student in the Nursing Program.

Additionally, all students must show proof that all of the immunizations, immunities, and/or lab tests are current before the student will be allowed to attend and participate in any patient contact experience. Immunizations are available from personal health care provider, student health on the NWC campus or from your local Public Health office.

Immunizations and CPR Certification are mandatory and are due in the Nursing office on before Orientation Day or students will not be allowed to begin classes. Immunizations & CPR certification must remain current while in the program. Ongoing documentation indicating CPR certification renewal and immunization updates while in the program are required. Failure to do so results in an inability to attend clinical, classroom or lab until documentation is provided of current immunization or CPR certification status. Student’s absences will be considered unexcused and subject to the absence policy.

SUBSTANCE ABUSE POLICY

The nursing faculty requires that nursing students provide safe, effective, and competent nursing care. To fulfill this purpose, nursing students must be free of chemical impairment during participation in any part of the nursing program including classroom, laboratory, and clinical settings. Prior to admission to the nursing program and randomly during the program of study, students will be drug tested. Students with a positive drug screen will be subject to item #3 and #4 below.

The nursing faculty defines the chemically impaired student as a person who, while in an academic or clinical setting, is under the influence of, has abused, either separately or in combination: alcohol, illegal drugs, over-the-counter drugs, inhalants, or synthetic designer drugs. Abuse of the substances includes episodic misuse or chronic use that has produced psychological and/or physical symptoms. The nursing faculty will intervene with the chemically impaired student in the established procedure.

Procedure for intervention when substance abuse is suspected in a student

Assessment
1. Initiated any time student is in the student role and substance abuse is suspected.
2. Signs and behaviors to observe for substance abuse: See observation checklist.
Intervention

1. If one or more of the signs/behaviors on the observation checklist are observed in the student the faculty member will obtain a witness and approach the student suspected of substance abuse behavior following this procedure:

1.) Remove student to a private area to preserve confidentiality. With the witness present, question the student regarding the use of any substances and, if used, what, when, and how much used and by what route it was taken. Discuss the sign(s) and/or behavior(s) observed and allow the student to provide a brief verbal explanation.

2.) Testing the student for substance abuse- if there are reasonable grounds to believe the student is engaging in substance abuse, the student will be requested to have a drug screening of urine and blood done immediately. They will be advised of their right to refuse such testing. If a student refuses to have an immediate drug screening this refusal is deemed to be grounds for immediate dismissal from the Nursing Program.
   a. Faculty members or witness will call the director of the nursing program or designated other faculty member for immediate assistance (considering that the other students cannot be abandoned in the clinical or classroom setting).
   b. Testing will take place as soon as possible at nearest testing facility. The student will assume costs.
   c. The student is informed of the faculty’s responsibility to excuse a student who appears physically or mentally unable to provide safe, effective supportive client care; the student is relieved of further classroom or laboratory responsibilities for the day; a make-up may be given. The student is instructed to arrange for transportation home.
   d. A report of observed student behaviors indicative of chemical impairment prepared by the involved faculty member is submitted to the director of the nursing program. The director will inform appropriate faculty members also involved with the student on a “need to know” basis.
   e. A copy of this report will be placed in the student’s file. The Division Chair and Vice President for Academic Affairs will be notified.

3.) Student with a positive test will have the following options:
   a. Students receiving a positive screen for a properly prescribed and utilized medication may provide appropriate statement from their health care provider affirming that the medication was obtained legitimately. The nursing faculty, in conjunction with the primary care provider, will determine if the student is safe to practice in the clinical setting.
   b. The student may choose to withdraw from the program.
   c. A follow up drug screen will be conducted. The cost of the follow up drug screen is the responsibility of the student. The student will not be allowed to attend clinical until the follow up screen has been completed.

4.) A negative result in the follow up drug screen allows the student to continue in the program under probation. A continued positive screen will result in dismissal from the Nursing Program.

NORTHWEST COLLEGE TECHNICAL STANDARDS

The purpose of the Nursing Program is to educate students to meet the program outcomes and to ensure that no graduate will pose a danger to the patient. Nursing students will receive both classroom and clinical instruction in multiple nursing specialty areas (Medical/Surgical, Maternal/Child, Pediatric, Mental Health, etc.) and will be required to demonstrate competency in each area.

The student must be able to demonstrate, with or without reasonable accommodation, physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the program curriculum and clinical agency requirements. Any applicant who has met the necessary academic prerequisites and can, with or without reasonable accommodation, meet and/or perform the Nursing Program Technical Standards will be accepted for admission.
Prior to admission and for the duration of the program students must be free from communicable diseases, infection, psychological disorders and other conditions that present a threat to, or negatively impact the safety and wellbeing of faculty, other students, patients, or would prevent the successful performance of the responsibilities and tasks required in the nursing education program.

Prior to admission individuals will be asked to verify that they can meet the following Nursing Program Technical Standards with or without accommodation(s) and complete a pre-entrance physical examination form verified by a health care provider.

Please carefully read the Nursing Program Technical Standards.

<table>
<thead>
<tr>
<th>Functional Ability</th>
<th>Standard</th>
<th>Examples of Required Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Motor Skills</td>
<td>Gross motor skills sufficient to provide the full range of safe and effective patient care activities.</td>
<td>Move within confined spaces such as treatment room or operating suite. Assist with turning and lifting patients. Administer CPR.</td>
</tr>
<tr>
<td>Fine Motor Skills</td>
<td>Fine motor skills sufficient to perform manual psychomotor skills</td>
<td>Pick up and grasp small objects with fingers such as insulin syringe, pills. Perform tracheotomy suctioning, insert urinary catheter.</td>
</tr>
<tr>
<td>Physical Endurance</td>
<td>Physical stamina sufficient to remain continuously on task for up to a 12-hour clinical shift while standing, sitting, moving, lifting, and bending to perform patient care activities</td>
<td>Walk/stand for extended periods of time; turn, position, and transfer patients. Manually resuscitate patients in emergency situations.</td>
</tr>
<tr>
<td>Physical Strength</td>
<td>Physical strength sufficient to perform full range of required patient care activities</td>
<td>Push and pull 50 pounds. Lift/move heavy objects from 35 – 50 pounds.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist/bend, stoop/squat, reach above shoulders and below waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities</td>
<td>Move around in work area and treatment areas. Position oneself in the environment to render care without obstructing the position of other team members or equipment</td>
</tr>
<tr>
<td>Visual</td>
<td>Normal or corrected visual ability sufficient for accurate observation and performance of nursing care.</td>
<td>See objects up to 20 feet away. Visual acuity to read calibrations on 1 ml syringe. Assess skin color (cyanosis, pallor).</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical monitoring and assessment of health care needs.</td>
<td>Feel vibrations (pulses). Detect temperature changes. Palpate veins for cannulation.</td>
</tr>
<tr>
<td>Smell</td>
<td>Olfactory ability sufficient to detect significant environmental and patient odors</td>
<td>Detect odors from patient (foul smelling drainage, alcohol breath). Detect smoke.</td>
</tr>
<tr>
<td>Communication</td>
<td>Oral communication skills sufficient to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team, including non-verbal communication, such as interpretation of facial expressions, affect and body language. Demonstrate the development of mature, sensitive and effective relationships with patients and their families, supervisors and co-workers.</td>
<td>Give verbal directions to or follows verbal directions from other members of the healthcare team and participate in health care team discussions of patient care. Elicit and record information about health history, current health state and responses to treatment from patients or family members. Convey information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner. Recognize and report critical patient information to other caregivers.</td>
</tr>
<tr>
<td>Conceptual/Spatial Abilities</td>
<td>Conceptual/spatial ability sufficient to comprehend three-dimensional and spatial relationships.</td>
<td>Comprehend spatial relationships in order to properly administer injections, start intravenous lines, assess wounds of varying depths, and recognize normal/abnormal anatomy.</td>
</tr>
<tr>
<td>Emotional/ Behavioral &amp; Professional Attitudes and Interpersonal Skills</td>
<td>Demonstrate honesty, integrity and ethical behavior including adherence to the professional nursing code of conduct. Present professional appearance and demeanor, compassion, concern for others, interest for the welfare of others. Demonstrate emotional stability and appropriate behavior sufficient to assume responsibility/accountability for actions. Emotional health required to utilize their intellectual abilities fully, exercise good judgment, complete all responsibilities attendant to the nursing diagnosis and care of patients promptly, and safely. Must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.</td>
<td>Establish rapport with patients, instructors and colleagues. Respect and care for persons whose appearance, condition, beliefs and values may be in conflict with their own. Deliver nursing care regardless of patient’s race, ethnicity, age, gender, religion, sexual orientation or diagnosis. Conduct themselves in a composed, respectful manner in all situations and with all persons. Work with teams and workgroups. Establish and maintain therapeutic boundaries. Demonstrate emotional skills to remain calm and maintain professional decorum in an emergency/stressful situation. Demonstrate prompt and safe completion of all patient care responsibilities. Adapt rapidly to changing environment/stress. Exhibit ethical behaviors and exercise good judgment. Self-aware and able to determine when support or assistance is needed in order to properly and safely care for client.</td>
</tr>
<tr>
<td>Cognitive/ Quantitative Abilities</td>
<td>Reading comprehension skills and mathematical ability sufficient to understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis. Follow instructions and safety protocols.</td>
<td>Calculate appropriate medication dosage given specific patient parameters. Analyze and synthesize data and develop an appropriate plan of care. Collect data, prioritize needs and anticipate reactions. Transfer knowledge from one situation to another. Accurately process information on medication container, physicians’ orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy and procedure manuals.</td>
</tr>
<tr>
<td>Clinical Reasoning</td>
<td>Ability to reason across time about a patient’s changing condition and/or changes in the clinician’s understanding.</td>
<td>Evaluate patient or instrument responses, synthesize data, draw sound conclusions.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adapt to Nursing Department course scheduling policy.</td>
<td>Available to work the hours of an assigned schedule which could include any shift and day of the week.</td>
</tr>
</tbody>
</table>

After admission to the Nursing Program, the student is responsible for notifying their nursing instructor of conditions that impact the student’s ability to meet the Nursing program Technical Standards. Any change in the student’s ability to meet and/or perform the Nursing Program Technical Standards would require the student to provide appropriate documentation (as identified by the Nursing Program) that they once again meet Technical Standards.

**Reasonable Accommodation** Applicants who disclose a disability are considered for admission if they are otherwise qualified so long as such accommodation does not significantly alter the essential requirements of the curriculum and the educational program, or significantly affect the safety of patient care or others. When applicants or students disclose a disability, the provision of reasonable accommodations will be considered in an attempt to assist these individuals in meeting these required technical standards.

Applicants whose response indicates that they cannot meet one or more of the expectations will be reviewed further by Northwest College Student Support Services Disabilities Coordinator with applicant, Director of Nursing and faculty input, to determine if any reasonable accommodations are possible to facilitate successful completion of the nursing curriculum and preparation for the national registry examination. The contact person is Kim Fletcher, Disabilities Coordinator at the Northwest College Student Success Services, 307-754-6135 Kim.Fletcher@nwc.edu. Whether or not a requested accommodation is reasonable will be determined on a case by case basis.
V. Academic Policy & Professional Guidelines

GRADING POLICY FOR THE NURSING PROGRAM

The NWC Nursing Program follows the letter-grading criterion as outlined in the Northwest College catalog. A minimum grade of 2.0 (C) is required in each nursing and general educational course requirement in order to remain in the Nursing Program. The Northwest College Nursing Program has adopted a grading policy which utilizes “pluses” and minuses”. All courses required for graduation must be complete with a "C" or better. The grading scale, as published by Northwest College and adapted by this Nursing Program, is as follows:

Grading Scale
A = 95 - 100%  4.0 points
A- = 90 - 94%   3.7 points
B+ = 87 - 89%   3.3 points
B  = 84 - 86%   3.0 points
B- = 80 - 83%   2.7 points
C+ = 77 - 79%   2.3 points
C  = 74 - 76%   2.0 points
C- = 71 - 73%   1.7 points
D+ = 68 - 70%   1.3 points
D  = 65 - 67%   1.0 point
D- = 61 - 65%   0.7 point
F = Below 60%   0.0 point
U = Unsatisfactory 0.0 point
S = Satisfactory 0.0 point
W = Withdrawn 0.0 point
WD = Withdrawn 0.0 point

Course Sequence Requirements
Students who fall out of sequence in nursing courses or general education requirements due to failure of a course or withdrawing from a course without consultation with the Director or designee will be dismissed from the program and must reapply for readmission. Students who reapply and are readmitted will be required to repeat the clinical course for that semester and the co-requisite courses for that semester.

Skill Demonstration Grading
Nursing skills are introduced in the first semester of the Nursing program though lab experiences. After instructor demonstration, time will be formally established for students to practice skills and remediate with instructors. Informal skill practice in lab may be scheduled through an instructor. Upon completion of skill practice, equipment must be returned to proper storage and the area left in an orderly condition within the scheduled time so that the next student can fully utilize the space.

Instructors will inform students of procedure for skill evaluation, skill to be evaluated and time to perform the skill. Students must arrive at their scheduled time prepared to perform the skill. Skills check off demonstrations is timed. After the allotted time has passed, the skill will be stopped and the student will receive the grade earned up to that point.

Use of check-off sheets, cues or peer-direction will be at the discretion of the instructor. Rubrics will be used to evaluate each skill demonstrated. A grade of ‘S’, ‘Satisfactory’ is required to pass each skill. Students who fail to pass a skill on the first attempt must schedule an appointment with a different instructor to repeat the skill demonstration within one week of the first demonstration. The repeat demonstration will be evaluated in the same way as the first attempt. If the student fails the
skill demonstration the second time, a different instructor will be provided to evaluate the student’s third attempt to perform the skill ‘Satisfactorily’. If the student fails the third skill demonstration, the student will prepare a remediation plan and present that to the Director of Nursing and faculty teaching the appropriate cohort. The faculty will give a recommendation to the Director of Nursing upon which the determination will be made if the student is allowed to remain in the course.

**Clinical Skills Log**
Clinical skills logs are provided to the student to be able to track nursing skills that have been performed and observed by an instructor or nurse. The student is responsible for bringing the skills log to the clinical site daily and getting the appropriate signatures from the observing nurse. Each skill must be performed and signed by an instructor or observing nurse three times or at the discretion of the instructor before the student will be allowed to perform the skill on their own. The exception to this rule is medication administration. The student will never give any form of medication in any route to any patient without the presence of an instructor or designated preceptor in the final semester.

**ATI Requirement**
The Northwest College Nursing Department utilizes ATI as required content that supplements the curriculum. Students will be encouraged to successfully achieve proficiency at instructor determined benchmarks in all content area exams and the Comprehensive Predictor. Students scoring below the expected benchmark will be expected to remediate according to the instructor’s directions and required to take the ATI exam a second time. Consequences of students failing to meet the expected benchmark after the second attempt will be outlined by the course syllabus and their instructor.

**Advanced Placement Students:**
All advanced placement students are required to purchase the first year of ATI resources in addition to the second year ATI content which are required for the Nursing Program.

**Clinical Grading**
Since learning is cumulative, students will be evaluated at the expected level of competency for each semester of the nursing curriculum. Clinical behavioral expectations are based upon progressive clinical outcomes. Students are expected to utilize skills and knowledge gained from previous courses while demonstrating clinical behavioral expectations of the present course. Written assignments should reflect adequate understanding of concepts introduced, as well as provide objective proof of the student’s ability to plan adequate and safe care for clients through utilization of the nursing process.

Student behavior and written clinical assignments allow for objective evaluation of clinical performance; therefore, both factors are taken into consideration when assessing clinical performance and are reflected on the clinical evaluation tool. Three types of clinical experiences are included within the nursing program. Clinical evaluation tools are utilized as appropriate to the type of learning experience and are outlined below and detailed within the clinical syllabus.

Students must earn a ‘74%’ or higher on average of numerically graded paperwork and must achieve an ‘S’, ‘Satisfactory’ on at least 74% on all ‘S/U’ graded paperwork and ‘Y’ ‘Yes’ answers/ overall positive ‘additional comments’ as provided by ancillary feedback/preceptors and consistently and/or progressively achieve ‘3’ on the majority of clinical evaluation methods, Clinical Evaluation Tools, and/or Preceptor Feedback forms by end of clinical experiences each semester in order to progress in the program.

**Participatory Clinical Experiences:**
During participatory clinical experiences, students perform hands-on nursing care under the direct supervision and assistance of a NWC clinical instructor. The clinical ratio of faculty to students does not exceed 1:8, providing for individual attention and direction. Participatory learning
experiences are graded according to the clinical evaluation tool in which the student and instructor provide written documentation and scoring. The scoring rubric is identified as:

3 = Demonstrates autonomous progress towards independence under appropriate supervision. The student has met all of the objectives of an accomplished level of performance, safe, accurate, and proficient with minimal verbal and/or physical cues from instructor. Student demonstrates progress toward the transition from student nursing roles to graduate nursing roles.

2 = Not yet Independent and Safe. A “2” indicates that the student is not consistently autonomous or independent and requires some cuing. The student focuses more on the skills of the nursing than on the client’s needs. This student has the capabilities of performing at an accomplished and safe level with increased experience and practice and has met more than ½ of the required outcomes.

1 = Not Yet Independent. A “1” indicates that the student is not consistently independent and requires frequent cuing. This student requires some cuing and tends to focus on technical skills of nursing and on their own anxiety rather than client needs and has met less than ½ of the required outcomes. This student has the capability of performing at an accomplished and safe level with increased experience and practice.

0 = Dependent/Unsafe. A “0” indicates that the student’s performance is not safe or skilled when performed alone. This student requires continuous cuing and tends to focus on technical skills of nursing and their own anxiety rather than client needs.

NA/NV = Not Validated. The instructor did not have the opportunity to observe or validate the behavior or skill.

Clinical Skills
Clinical skills documentation is located at the end of the clinical evaluation tools. Students are able to track nursing skills that have been performed and observed by an instructor or designated nurse. The student is responsible for getting the appropriate signatures from the observing nurse. Each skill must be performed with an instructor or another nurse as designated by the instructor. Occasionally, a skill may be performed independently, but only at the discretion of the instructor. However, the student will never give any form of medication in any route to any patient without the presence of an instructor or designated nurse preceptor with the instructor’s approval.

Observational Clinical Experiences:
During observational clinical experiences, students rotate through a variety of health care agencies in order to broaden their knowledge in the nursing field. During observational experiences, students do not perform hands-on nursing care nor is there a clinical instructor present. Students obtain feedback on ‘Ancillary Feedback Form’ and turn in to instructor. In addition, students turn in a written assignment addressing outcomes as assigned in syllabus and outlined in rubric to instructor.

Exceptions: In the OR and ER setting, students are directly supervised by the facility’s nursing staff and skill opportunities occasionally arise while students are observing in the 3rd and 4th semester. In these two settings, during the 3rd and 4th semester, students are allowed to perform IV start skills and insert Foley catheters on adults (patients over 18 years old), with the direct supervision of a designated nurse. Any skills outside of these two must be approved by the NWC instructor prior to performing with the OR or ER nurse.

Preceptor Guided Clinical Experiences: Occurs during 4th semester only
Preceptors are utilized during the RN program to allow students the opportunity to practice hands on skills and achieve a level of proficiency in nursing care. Preceptors are chosen in collaboration with surrounding clinical institutions and are based on criteria outlined in the Preceptor Handbook. Preceptors facilitate student achievement of specified competencies and course outcomes and provide feedback to the course instructor concerning student progress toward learning outcomes.
Preceptor guided clinical experiences are graded according to the ‘Preceptor Feedback’ form in which the preceptor provides written documentation and scoring similar to the form of the ‘Daily Feedback’ form.

ATTENDANCE POLICY

The Nursing Department and Faculty of Northwest College will adhere to the following attendance policy:

Class Absence
Regardless of the credit hours, nursing students are discouraged from missing any scheduled nursing course class period. If unavoidable, the absence will be determined to be ‘excused’ or ‘unexcused’ by the individual faculty who teaches the course in which the absence occurred. After the first classroom absence, the next absence will be determined as ‘excused’ or ‘unexcused’ by a recommendation vote of the faculty teaching the nursing courses the student has attended that semester. The recommendation will be put before the Director of Nursing or designee for the final decision. Two ‘excused’ absences or one ‘unexcused’ absence will result in an ‘As Needed Evaluation’ (C.1) from the Nursing Student Handbook. More than one ‘unexcused’ absence or two ‘excused’ absences per semester will result in the initiation of the procedure of ‘Problematic/Disciplinary Behavior’ as outlined in the Nursing Student Handbook.

Class Tardy
Tardy is defined as arriving to class after the designated time to arrive passed and the roll has been taken. Regardless of the credit hours, the nursing student may be tardy one time for scheduled nursing course class periods per semester. The first tardy will be determined to be ‘excused’ or ‘unexcused’ by the individual faculty teaching the course in which the tardy occurred. The second tardy will go before the nursing faculty teaching the nursing courses the student has attended that semester to be recommended as ‘unexcused’ or ‘excused’ to the Director of Nursing. The recommendation will be put before the Director of Nursing or designee for a final decision for conversion to either ‘one excused absence’ or ‘one unexcused absence’. Once conversion occurs, the ‘absence’ statements above apply.

Clinical, Simulation and Lab Absence
Nursing students are discouraged from missing any clinical, simulation or lab experience per semester. If unavoidable, the absence will be determined to be ‘excused’ or ‘unexcused’ based on the following criteria: 1) If student appropriately notified the instructor prior to time for clinical, simulation or lab experience to begin. The student may be ‘excused’ or ‘unexcused’ based on the clinical, simulation or lab instructor’s discretion. 2) If there is no call and the student does not come, it will be considered ‘unexcused’ and a ‘no call-no show’. This will result in immediate escalation of disciplinary procedure to ‘Problematic/Disciplinary Behavior’ as outlined in the Nursing Student Handbook page 23. More than one absence, ‘excused’ or ‘unexcused’ in the clinical, simulation or lab experiences will result in the initiation of an “As Needed Evaluation” from the Nursing Student Handbook.

Clinical, Simulation or Lab Tardy
Tardy is defined as arriving to clinical, simulation or lab after the time designated by instructor to arrive has passed and the roll has been taken. Nursing students may be tardy one time for clinical, lab or simulation per semester. The first tardy will be determined to be ‘excused’ or ‘unexcused’ by the individual faculty teaching the clinical, simulation or lab in which the tardy occurred. The second tardy will go before the nursing faculty teaching the nursing courses the student has attended that semester to be recommended as ‘unexcused’ or ‘excused’ to the Program Coordinator. The recommendation will then be put before the Director of Nursing for a final decision for conversion to either ‘one excused absence’ or ‘one unexcused absence’. More than five minutes late to the clinical, simulation or lab experiences without prior approval from nursing faculty, will result in the conversion to an ‘unexcused’
or ‘excused’ absence based on the clinical, simulation or lab instructor’s discretion. Once conversion occurs, the ‘absence’ statements above apply.

PROFESSIONALISM DIRECTIVES

Safe Nursing Practice
Unsafe clinical practice is grounds for dismissal from the Nursing Program and is determined by the following:

- Students are expected to practice in a reasonable and prudent manner in the clinical area.
  - Reasonable and prudent behavior is outlined in the clinical directives section of the handbook and may be defined by the clinical instructor based on individual circumstances and follows state and national standards and regulations.
- Students will be required to adhere to national and state standards of practice and practice within legal and ethical frameworks. Students will also be held accountable to adhere to the ANA Code of Ethics for Nurses and the Wyoming State Board of Nursing (WSBN) Nurse Practice Act and the WSBN Rules and Regulations. [http://nursing.state.us](http://nursing.state.us)
  - Violations relating to safety and ethical legal issues will be reviewed by the Director of Nursing and if applicable are grounds for dismissal from the program with or without the option to reapply at the discretion on of the Director of Nursing.
- If a student exhibits behavior outside of the Clinical and Professionalism Directives, whether intentional or unintentional, that causes injury or potential injury to anyone, it may result in the student being dismissed from the classroom lab and/or clinical setting depending on the discretion of the faculty.
  - Faculty and Director of Nursing will follow the ‘As Needed Evaluation’ protocol as outlined in the Nursing student Handbook which may or may not result in dismissal from the program.
  - Institutional policy regarding the incident will be followed. The student may return when/if the faculty determines that the student is safe to resume practice in the clinical area.
- Use of drugs and/or alcohol is considered unsafe and unprofessional. Any student who appears to meet the definition of ‘chemically impaired’ as stated in the ‘Substance Abuse Policy’ of the Nursing Student handbook will be immediately removed from the lab, class, or clinical and the ‘Substance Abuse Policy’ will be initiated by the nursing faculty and Director of Nursing or designee. Violations may result in dismissal from the program and can render the student ineligible for readmission.
  - The unlawful use, possession, or distribution of a controlled substance as defined in Section I-V of Section 303 of the Controlled Substance Act (21 U.S.C. 812) and W.S. S35-7-1011 through 1022 and amendments thereof, is forbidden
  - The consumption of alcoholic beverages prior to the attendance in the laboratory, clinical, or classroom areas is expressly forbidden.

Professional Attitude, Conduct and/or Behavior
Unprofessional attitude, conduct and/or behavior in all components of the Nursing Program is defined as the inability to work productively, constructively and cooperatively with others. Expectations of Professional Attitude, conduct and/or behavior is upheld in the classroom, lab and clinical settings and college sponsored events on and off campus. Nursing faculty will use their professional experience and expertise to determine when a student is demonstrating an unacceptable attitude, conduct or behavior. If instructor determines student’s behavior, attitude or conduct is unprofessional, the ‘As Needed Evaluation’ process will be initiated by faculty. After investigation, the attitude/conduct and/or behavior may be grounds for dismissal from the nursing program.

Examples of unprofessional attitude/conduct and/or behavior, but are not limited to, are:

- Continual antagonism of instructors or classmates, and/or repeatedly causing dissension among others.
- Engaging in Facebook and other social media activities during testing, classroom, laboratory,
clinical experiences or other learning experiences.

- Profanity
- Intoxication on student’s free time while on college sponsored event to the point that endangers self or other students, displays belligerent or otherwise unprofessional behavior.
- Breach in ANA Code of Ethics for Nurses.

**Behavioral Expectations for college sponsored experiences/activities:**

It is the expectation of Northwest College Department of Nursing that students maintain the highest standards of professionalism and civility during all college sponsored events, on or off-campus. Students are granted the privilege to represent Northwest College Department of Nursing, as well as the profession of nursing, at a number of off-campus experiences to include but not limited to: community service events such as health fairs, nursing student conferences, Legislative Days in Cheyenne and individually scheduled community service hours.

While these experiences take place away from Northwest College campus, they are required components of nursing program completion and are subject to all Northwest College Student Handbook and Nursing Student Handbook policies.

During these college sponsored experiences/activities:

- Students are required to act professionally and practice safely at all times as outlined in the Nursing Student handbook and according to state and national standards. (See Professional Attitude, Conduct and/or Behavior in Nursing Handbook)
- Students are expected to be on time, be prepared for each experience with the appropriate supplies/paperwork and ready to actively engage in the planned off-campus experience.

At the discretion of the instructor, students will be sent home and charged with an ‘unexcused’ absence if unprepared, excessively fatigued, on-call, or tardy.

If students are suspected as under the influence of any substance, the substance abuse policy will be followed. (See substance abuse policy/procedure in Nursing Handbook)

Northwest College is an alcohol-free campus. (See Student Handbook-Alcohol and drug policies)

**Academic Honesty**

Northwest College is committed to creating and maintaining an environment of academic honesty. To that end, the Nursing Department believes that it is the faculty’s responsibility to affirm the importance of academic integrity and to try to educate students as to standards of academic behavior. Therefore, students enrolled in the NWC Nursing program are required to adhere to and are entitled to the benefits of the Northwest College Academic Code of Conduct contained within the Northwest College Student Handbook (see Academic-Code-of-Conduct), as well as all other rules, regulations, and policies with college-wide applicability.

**Confidentiality**

Students are required to keep any and all information relating to patients confidential.

- Students must adhere to HIPAA regulations which will be reviewed with students by the faculty and a HIPAA content module must be completed and signed by each student during orientation at the beginning of each semester.
- Texting, computer, cell phone communications and photos from smart phones, iPads, tablets, etc., as well as other forms of social media provide unintentional or intentional risks of breaching confidentiality and violating HIPAA regulations. Students are responsible for adhering to the guidelines as established by the ANA regarding social media. Click on NCSBN Social Media Guidelines for Nurses Video.
- Breach of confidentiality as defined in Federal HIPAA regulations and individual facility policies constitute grounds for dismissal from the program.
Tier one: unintentional violations will result in verbal and written reprimand with the student being placed on probation for the remainder of the program.

Tier two: intentional violations will result in dismissal from the Nursing Program without possibility for readmission.

Professional Appearance
All students are required to wear the NWC student uniform during skill lab check-offs, any clinical learning experiences, including Simulation experiences, and as directed by nursing instructors. The student uniform includes: the appropriate color and style of uniform for the cohort; socks; comfortable, well-fitting all white shoes that totally enclose the foot; a college-issued name tag worn on the left side of the uniform, and a badge depicting student’s status in the Nursing Program worn on the left sleeve of the student uniform. White undershirts or white lab coats may be worn with the uniform and must have student name tag and NWC Nursing patch. Students may be dismissed at the discretion of the instructor from clinical experience and charged with an ‘unexcused’ absence if professional appearance criteria are not followed.

- Nursing program scrubs are intended to be worn only for clinical experiences or per instructor’s directives.
- All visible tattoos on the arms, wrists and front or back torso must be covered with clothing. Tattoos on the neck and into the hairline may be covered with makeup. Tattoos on the hands and fingers may remain uncovered.
- Students must wear a watch with a sweeping second-hand or a digital second-indicator. Additional, acceptable jewelry includes a wedding band only (no high profile rings or other rings will be acceptable. One pierced post-style (stud) earring in each ear lobe is permitted. All other visible body piercings are not permitted and must be removed prior to entering the clinical site. Students are not permitted to wear bracelets (with the exception of Medic Alert bracelet), chains, necklaces, drop earrings or rings with stones in clinical environments.
- Hair: Mustaches and beards are permitted per facility policy, but must be clean, trimmed, and well-groomed. Hair must be neatly styled and groomed. Hair longer than collar-length must be pulled back from the face and secured neatly in a manner to prevent hair from falling in the face (tight pony tail, braid, or bun). Long braids or pony tails must be secured to prevent falling over shoulder. Decorative clips, bows, bun pins, and other ornate hair accessories are not permitted in clinical settings. Bangs are acceptable as long as they are out of eyes
- Nails: Artificial nails/nail tips are strictly prohibited in all clinical environments. Nails must be natural, neatly maintained at length no longer than the finger tip, and kept free of debris and polish. Very lightly scented perfume/aftershave/cologne/lotions or other products may be used at the discretion of the instructor in areas where there is no facility staff/patients with allergies.
- Hygiene: Good personal hygiene is a responsibility of each student and is respectful of patients and colleagues in the clinical environment. Students are expected to bathe regularly, to conduct proper oral hygiene, and in general to prevent offensive body odors. Scented soaps, lotions, perfumes and colognes may offend or illicit allergic responses among patients and clinical staff and should be avoided while students are engaged in clinical settings. Students must be clean and free of any offensive body odors, including cigarette odor.
- No gum or tobacco chewing.

In addition to the regulation uniform, each student is required to have the following items:
- Watch with a second hand
- Stethoscope with a diaphragm and bell
- A black fine point ballpoint pen
- Bandage scissors
- Learning resources as directed by instructor, for example: medication, I.V., lab/diagnostic, skills, and nursing diagnosis textbooks, iPad, tablet, sharpie.

Off-Hour Clinical Site Expectations
- Students obtaining information for care plan development or clinical paperwork outside the
assigned clinical timeframe, must check in with the institution’s supervisor upon arrival.

- Students must be wearing a lab coat and/or name tag, indicating their student status, and state their purpose for being in the institution to the supervisor.
- Students going to the clinical areas to get assignments or to do reference work from charts are prohibited from wearing blue jeans, tank tops, tee shirts, shorts, flip flops, bare midriffs, excessively tight clothing, low cut tops, and/or see-through fabrics.
- Students must inform the supervisor prior to accessing the medical record and check out with the institution’s staff when leaving.
- Students may not perform any kind of hands-on activity with the patients during off-hours.
- All confidentiality and professional behavior requirements apply.

ASSIGNMENTS

Class Assignments
To be eligible to receive full credit for assignments, the assignment must follow guidelines that were given for completing the assignment. Many class assignments and learning resources are required to be submitted or viewed electronically; therefore, it is essential that students have a properly functioning computer that has internet capabilities and the NWC recommended minimum hardware requirements. These are listed in the computer requirements under the General Policies section of the handbook.

Electronic/computer failure does not exempt students from assignment due dates, course work requirements, or examination deadlines.

- Assignments are to be submitted to the instructor of the course on the date and time specified to receive full credit.
- The first assignment submitted late (not to exceed 24 hours) will not be reviewed by faculty and will receive a score of 50%. All subsequent late assignments will not be reviewed by faculty and will receive a score of “zero”.
- Extenuating circumstances for late assignments may be considered on an individual basis.

Exams
All exams for classroom will be online and proctored unless otherwise designated by the instructor. The location and time will be designated by the instructor. The exams are calculated as part of the overall course grade according to the course syllabus.

Students are expected to take an exam on the day it is scheduled. Students may not make up a missed exam unless prior arrangements are made with instructor. Any missed exam without prior instructor approval cannot be made up and will receive a score of zero.

Drug Dosage Exam for Associate Degree Nursing Program Students
At the beginning of each semester start date, students will be required to take a basic math calculation or drug dosage exam. Students will be provided the information needed to adequately prepare for this exam. A student may take this exam a total of three (3) times to obtain a passing score. If the required score is not obtained, the student will no longer be allowed to continue in the Nursing Program.

The passing score for each semester is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Score</th>
<th>Exam Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st semester</td>
<td>75%</td>
<td>Basic Math Calculations Exam</td>
</tr>
<tr>
<td>2nd semester</td>
<td>85%</td>
<td>Drug Dosage Exam</td>
</tr>
<tr>
<td>3rd semester</td>
<td>90%</td>
<td>Drug Dosage Exam</td>
</tr>
<tr>
<td>4th semester</td>
<td>95%</td>
<td>Drug Dosage Exam</td>
</tr>
</tbody>
</table>

Dosage Calculation Exam:
Medication administration is an important aspect of the PN role. Being able to perform dosage calculations is imperative in safe, quality medication administration. Thus, the PN program places great emphasis on students’ ability to pass a dosage calculation exam. A student has three attempts to score an 85% or higher on this exam. A student will be required to remediate after the first and second unsuccessful attempt. The remediation plan will be based on the individual’s weaknesses. The student will receive the remediation plan within 24 hours of an unsuccessful attempt so that he/she may begin to prepare for the next attempt. During this time, the student cannot administer medications. If a score of 85% is not attained on the third attempt, the student will not be permitted to progress in the PN program.

**Quizzes**
Quizzes may be announced or unannounced. Students will not be permitted to make it up and a “zero” score will be given.

**Community Service**
Community Service is a valued component of NWC mission and the Nursing Program’s desire to be a part of the community we serve. Therefore, community service is a required part of nursing coursework. Community Service expectations will be outlined by the instructor and expected to be completed by each student with the appropriate documentation by the end of each semester. Failure to fulfill the community service expectation will result in an ‘I’/‘Incomplete’ final course grade. Once the community service time is made up, the grade will be converted to the earned grade in the course. If the mutually agreed upon deadline has passed for the community service completion, the grade will convert to ‘U’, Unsatisfactory, resulting in a failure to progress in the program.

**Clinical Assignments**
To be able to receive full credit for Clinical Assignment Sheets, they are to be neat and legible and returned to the instructor on the date and time given in the course syllabus. The first Clinical Assignment Sheets which are turned in late (not to exceed 24 hours) will not be reviewed by faculty and will receive a score of 50%. All subsequent late Clinical Assignment Sheets will receive a score of “zero”. Extenuating circumstances for the clinical assignment sheets will be reviewed by the faculty and be considered on an individual basis.

**CLINICAL DIRECTIVES**
Clinical learning experiences are the foundational cornerstone for nursing education where application of theory, knowledge and skill occur. These experiences are privileges granted to students and the nursing program by the individual clinical sites. Therefore, the Nursing department has adopted the following clinical policy:

- Students are required to adhere to [national](#) and [state](#) standards of professional behavior and safe nursing practice at all times.
- Students are required to adhere to individual facility policies at all times. Appropriate policies will be reviewed with students prior to and during clinical learning experiences.
- Students are required to act professionally and practice safely at all times as outlined in the Nursing Student handbook and according to state and national standards.
- Students are required to adhere to the medication administration policy at all times.
- Students are expected to be on time and be prepared for each clinical experience with the appropriate paperwork; skills log book, dress code, equipment (such as stethoscope, drug book, etc.), evaluation tools (CET, etc.), and any assignments that may be due.
- Students are expected to obtain instructor’s permission and receive instruction regarding skill performance prior to performing nursing skills.
- Student must obtain instructor approval when performing a nursing skill with another nurse. Skill can only be performed when accompanied by a nurse whom the instructor designates as appropriate.
• At the discretion of the instructor, students will be sent home and charged with an ‘unexcused’ absence if unprepared, excessively fatigued (resulting in the inability to safely care for their clients), on-call, or tardy (as described above). If students are suspected as under the influence of any substance, the substance abuse policy will be followed.
• Students must report all clinical absences or anticipated tardy arrivals prior to each clinical experience by personally speaking to the appropriate clinical instructor and the facility in which they were scheduled prior to the time of scheduled clinical start time. Texting, leaving messages via email, leaving messages with Program Secretary or with another student are unacceptable forms of notification.
• Clinical experiences are a required part of nursing coursework. Therefore, all absences will be made up on or before the weekend of final exam week or at the discretion of the instructor. Failure to make up a missed clinical will result in an ‘I’/Incomplete final clinical course grade. Once the clinical is made up, the grade will be converted to the earned grade in the clinical course. If the deadline has passed for the clinical makeup, the clinical grade will convert to ‘U’, Unsatisfactory, resulting in a failure to progress in the program.

Post Clinical Conferences
Each student is expected to attend and participate in post-clinical conferences. Post-clinical conference discussions are a means of assisting students in evaluating their effectiveness in the clinical area. They also serve to help faculty determine the student’s level of understanding and response to clinical events in order to provide the student with appropriate, individualized learning experiences.

LABORATORY DIRECTIVES
Laboratory learning experiences and assignments provide opportunities for students to practice and master required and necessary skills learned throughout the duration of the program. The laboratory and equipment is to be treated and maintained as if it were a live clinical setting. Students are required and responsible for participating and keeping the lab neat, clean and organized after each use.

Students are expected to adhere to the same behaviors required for clinical and classroom settings and learning activities. This includes but is not limited to attendance and absence policy, promptness, deadlines, professional behaviors, safety, dress requirements, etc. Students are responsible for bringing lab packets, assignments and other equipment as assigned by the faculty and outlined in class syllabi.
VI. Medication Administration Policies

Process for Medication Administration

1. Check Medication Administration sheet (MAR or eMAR) for the drugs the student will be administering (these will be routine meds) to assigned clients.
2. Have drug card ready for each drug to be administered. If no card is available, have information from another reference source or electronic forms of drug information may also be used.
3. Obtain appropriate medication administration records for assigned clients.
4. Obtain appropriate medication for assigned client and check the drug with the order or MAR/eMAR (first check).
5. Check the client allergies on the medication record.
6. Beginning at the top of the medication record, read client’s name, allergies and the entire order out loud to the instructor or designated preceptor.
7. State to the instructor the classification, use, adverse reactions and major nursing implications for the drug to be administered.
8. Read aloud the entire order, checking the label (second check) a second time prior to placing the drug in the medicine cup (unopened).
9. Continue with the above stated procedure until all medications are prepared for assigned clients. Be sure to check all pages in the medication record for assigned clients; to be sure all medications have been prepared.
10. If there is a medication that requires special preparation, set aside to prepare according to facility policy
   1. When measuring liquids, set glass at eye level rather than holding the glass and read at the bottom of the meniscus.
   2. All oral medications that are available in stock bottles must be poured into the cap prior to placing in the medication cup.
   3. Students are responsible for administering an injection, must review the injection site(s) prior to preparing the medication, and state the appropriate landmarks to the instructor or designated preceptor.
11. Take the MAR/eMAR with the prepared medications to the client's room, accompanied by the instructor or by the designated preceptor.
12. Identify client by checking the arm band, requesting the client to state his/her name and date of birth.
13. Raise the head of the bed of assigned client if permitted.
14. Before opening medications and placing into medication cup, check the medication with the medication record (third check) out loud for instructor and client to hear.
15. Perform required assessment as specific to medication to be administered, i.e. blood pressure/apical pulse/FSBS
16. Open the medications and place in medication cup.
17. Offer water to client prior to administering medications.
18. Administer medications to assigned client, giving the highest priority medications first.
19. While in client's room, immediately chart medications given.
20. Return tray or med cart and medication sheet to medication room and place medication sheets back in medication books (if applicable to facility).
1. Any scheduled or non-scheduled medication prepared, administered and recorded by an Associate Degree Nursing student **must** be co-signed by an instructor (or designated preceptor if applicable) from Northwest College on the Medication Administration Record and any record that is required per hospital policy.

2. Associate Degree Nursing students **will not** be responsible for carrying the Narcotic Keys.

3. The term ‘designated preceptor’ only applies to nurses within hospital or patient care settings that have been designated as ‘preceptor’ sites and the preceptors have been trained within 6 months of nursing student assignment. Students **may not** give medications in ‘observational’ settings.

4. Associate Degree Nursing students may give medication using the following table as a guide. **Please note that the instructor or designated preceptor must directly supervise when applicable**

<table>
<thead>
<tr>
<th>Route or Skill</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatric clients (clients under the age of 18)</td>
<td>YES PO, IM, and IV meds w Instructor</td>
<td>YES PO, IM, &amp; IV meds w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Oral</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Sublingual</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Subcutaneous</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Intradermal</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Intramuscular</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Rectal</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Eye/Ear drops &amp; Nasal</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Transdermal/Topical</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>IV fluid/solution change from one solution to another in an existing IV</td>
<td>YES w Instructor or accompanied by Designated Nurse with instructor’s consent to include central lines</td>
<td>YES w Instructor or Designated Preceptor to include central lines</td>
</tr>
<tr>
<td>Changing heparin lock/saline lock to continuous infusion by connecting new IV fluid/solution</td>
<td>YES w Instructor or accompanied by Designated Nurse with instructor’s consent to include central lines</td>
<td>YES w Instructor or Designated Preceptor to include central lines</td>
</tr>
<tr>
<td>Add medication to IV containers</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>IV piggy back</td>
<td>YES w Instructor</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Route or Skill</td>
<td>3rd Semester</td>
<td>4th Semester</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>IV push</td>
<td>YES w Instructor with the exception of NO Drug administration during Code</td>
<td>YES w Instructor or Designated Preceptor With the exception of NO Drug administration during Code</td>
</tr>
<tr>
<td>Flush peripheral Saline or Heparin locks for maintenance of patency</td>
<td>YES w Instructor or accompanied by Designated Nurse with instructor’s consent</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Flush Saline or Heparin in PICC or Central Lines for maintenance of patency</td>
<td>YES w Instructor or accompanied by Designated Nurse with instructor’s consent</td>
<td>YES w Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Monitor and/or Infuse Blood/Blood products</td>
<td>YES w Instructor NO for children under 18</td>
<td>YES w Instructor or Designated Preceptor NO for children under 18</td>
</tr>
<tr>
<td>IV oncology medications</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Make medication adjustments via change to PCA pump or syringe pumps</td>
<td>YES w Instructor NO for children under 18</td>
<td>Yes w Instructor or Designated Preceptor NO for children under 18</td>
</tr>
<tr>
<td>Regulate flow of peripheral line infusions</td>
<td>YES w Instructor or accompanied by Designated Nurse with instructor’s consent</td>
<td>YES with Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Regulate flow of PICC line or other central line infusions</td>
<td>YES w Instructor or accompanied by Designated Nurse with instructor’s consent NO for children under 18</td>
<td>YES w Instructor or accompanied by Designated Nurse with instructor’s consent NO for children under 18</td>
</tr>
<tr>
<td>Set up PCA pump</td>
<td>YES w Instructor or accompanied by Designated Nurse with instructor’s consent</td>
<td>YES with Instructor or Designated Preceptor</td>
</tr>
<tr>
<td>Route or Skill</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Semester*</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Semester†</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Spike bag &amp; Prime line</td>
<td>Independent with Instructor's consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
<tr>
<td>Perform peripheral Venipunctures to include saline flush to establish placement</td>
<td>YES w Instructor or Designated Nurse with Instructor’s consent No children under 12</td>
<td>YES w Instructor or Designated Preceptor except for children under 12</td>
</tr>
<tr>
<td>Perform PICC line insertion</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Change established line to heparin or saline lock</td>
<td>Independent with Instructor's consent or accompanied by Designated Nurse with Instructor’s consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
<tr>
<td>Change IV administration set for established lines</td>
<td>Independent with Instructor's consent or accompanied by Designated Nurse with Instructor’s consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
<tr>
<td>Set up IV infusions for administration via pump</td>
<td>Independent with Instructor's consent or accompanied by Designated Nurse with Instructor’s consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
<tr>
<td>Discontinue peripheral IV lines</td>
<td>Independent with Instructor's consent or accompanied by Designated Nurse with Instructor’s consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
<tr>
<td>Discontinue PICC lines, arterial lines or any other central lines</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Change peripheral IV line dressing to include site insertion care</td>
<td>Yes with Instructor or accompanied by Designated Nurse with Instructor’s consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
<tr>
<td>Change central line dressing to include insertion site care</td>
<td>YES w Instructor or accompanied by Designated Nurse with Instructor’s consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
<tr>
<td>Activity</td>
<td>Independent with Instructor consent or accompanied by Designated Nurse with Instructor’s consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Monitor peripheral line infusions</td>
<td>Independent with Instructor consent or accompanied by Designated Nurse with Instructor’s consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
<tr>
<td>Monitor central line infusions</td>
<td>Independent with Instructor consent or accompanied by Designated Nurse with Instructor’s consent</td>
<td>Independent with Instructor or Designated Preceptor’s consent</td>
</tr>
</tbody>
</table>
## VII. Faculty and Staff Contact Information

<table>
<thead>
<tr>
<th>Faculty and Staff</th>
<th>Room Number</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RN Coordinator</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Brewer</td>
<td>YB157</td>
<td>754-6035</td>
<td><a href="mailto:christina.brewer@nwc.edu">christina.brewer@nwc.edu</a></td>
</tr>
<tr>
<td><strong>RN Faculty</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billy Crawford</td>
<td>YB158</td>
<td>754-6483</td>
<td><a href="mailto:billy.crawford@nwc.edu">billy.crawford@nwc.edu</a></td>
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<tr>
<td>Tina King</td>
<td>YB160</td>
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<td><a href="mailto:tina.king@nwc.edu">tina.king@nwc.edu</a></td>
</tr>
<tr>
<td>Tina Smith</td>
<td>YB159</td>
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</tr>
<tr>
<td>Deb Williams</td>
<td>YB151</td>
<td>754-6494</td>
<td><a href="mailto:deb.williams@nwc.edu">deb.williams@nwc.edu</a></td>
</tr>
<tr>
<td><strong>Adjunct Faculty</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deb Kleinfeldt</td>
<td>YB149</td>
<td>754-6478</td>
<td><a href="mailto:deb.kleinfeldt@nwc.edu">deb.kleinfeldt@nwc.edu</a></td>
</tr>
<tr>
<td>Karen Bowen</td>
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<td><a href="mailto:Karen.bowen@nwc.edu">Karen.bowen@nwc.edu</a></td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily Thomas</td>
<td>YB161</td>
<td>754-6484</td>
<td><a href="mailto:emily.thomas@nwc.edu">emily.thomas@nwc.edu</a></td>
</tr>
<tr>
<td><strong>Director of Nursing &amp; Chair of Life and Health Sciences Division</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marnee’ Crawford</td>
<td>YB162</td>
<td>754-6474</td>
<td><a href="mailto:marnee.crawford@nwc.edu">marnee.crawford@nwc.edu</a></td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Gerald Giraud, Vice President of Academic Affairs</td>
<td>ORB126C</td>
<td>754-6235</td>
<td><a href="mailto:gerald.giraud@nwc.edu">gerald.giraud@nwc.edu</a></td>
</tr>
</tbody>
</table>
RULES AND REGULATIONS AGREEMENT

I have received a copy of the Northwest College 2016-2017 Nursing Program Student Handbook and acknowledge that I am accountable for reading it in its entirety. I acknowledge that I am accountable for understanding the content contained in this handbook. The policies and procedures in this Handbook have been reviewed with me. I understand and acknowledge that these policies will be utilized in determining my fulfillment of the requirements of the program, my ability to continue in the Nursing program and my eligibility to graduate.

__________________________________________
Signature of Student

__________________________________________
Date