WESTERN NEBRASKA COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
NURSING PROGRAM STUDENT HANDBOOK

2019-2020

Practical Nursing (PN)

    Approved by:
- **Nebraska Board of Nursing**
  P.O. Box 95007
  Lincoln, NE 68509
  402-471-4971

    Accredited by:
- **Accreditation Commission for Education in Nursing**
  3343 Peachtree NE, Suite 850
  Atlanta, GA 30326
  404-975-5000
  Reaccreditation Achieved Spring 2016

Associate Degree Nursing (AD-N)

    Approved by:
- **Nebraska Board of Nursing**
  P.O. Box 95007
  Lincoln, NE 69509
  402-471-4971

This Nursing Program Student Handbook is your guide for the academic program and success. Students are subject to all College Policies and Regulations as presented in the official WNCC catalog and student handbook. This student handbook presents additional information applicable to your program of study. Keep this program handbook available for reference.

WESTERN NEBRASKA COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
NURSING FACULTY AND ADMINISTRATION DIRECTORY

Dean of Instruction and Workforce Development
Dr. Charlie Gregory……………………………………………………………..308-635-6361

Nursing Program Director
Rebecca Kautz, MSN, RN 308-635-6062

Faculty

Rebecca Kautz, MSN, RN
Jordan Colwell, DBA, RN
Jessica Brumbaugh, BSN, RN
Jennifer Seiler, BSN, RN
Kelly Dean, MSN, RN
Amber Jacoby, BSN, RN
Jan Judy, MSN, RN
Erica Muhr, MSN, RN
Sherri Yorges, MSN, RN
Pam Zitterkopf, MSN, RN

FREQUENTLY USED COLLEGE TELEPHONE NUMBERS

Western Nebraska Community College.. 308-635-3606
.... 800-348-4435
Nursing Program (Scottsbluff)... 308-635-6060
Nursing Program (Alliance).. 308-763-2002
Nursing Program (Sidney) 308-254-7430
Registrar.. 308-635-6013
Tutoring 308-635-6153
Financial Aid... 308-635-6011
Library 308-635-6040
Bookstore 308-635-6066
Business Office 308-635-6020

2019-20 Academic Calendar

Fall Semester 2019

August 2019

16 F .... Last Day for New Students to Register for Fall 2019 Full-Term & 1st 8-Week Classes

18 Su .... Last Day for Returning Students to Register Online for Fall 2019 Full-Term & 1st 8-Week Classes

19 M .... Fall 2019 Full-Term & 1st 8-Week Classes Begin

19-21 M-W .... No Penalty Drop/Add Period for 1st 8-Week Classes

19–23 M-F .... No Penalty Drop/Add Period for Full-Term (16-week) Classes

September 2019

2 M .... **COLLEGE CLOSED**
Labor Day

18 W .... Last Day to Withdraw from 1st 8-Week Classes

October 2019

7 M .... 1st 8-Week Classes End

8 T .... **FINALS for 1st 8-WEEK CLASSES**

9 W .... Grades Due @ Midnight for 1st 8-Week Classes Midterm for Fall 2019 Full-Term Classes

10-11 Th-F .... **NO CLASSES**
Fall Break

11 F .... Last Day to Register for 2nd 8-Week Classes

14 M .... 2nd 8-Week Classes Begin

14-16 M-W ...... No Penalty Drop/Add Period for 2nd 8-Week Classes

21 M .... Spring 2020 Class Schedule Released

25 F .... Last Day to Withdraw from Fall 2019 Full-Term Classes

28 – 31 (M – Th) .... Advising Week

November 2019

1 (F) .... Advising Week

7 Th .... First Day to Register for Spring 2020 Classes

15 T .... Last Day to Withdraw from from 2nd 8-Week Classes

27 W .... **NO CLASSES**
COLLEGE CLOSES @ NOON

28-29 Th-F .... **COLLEGE CLOSED**
Thanksgiving Holiday

December 2019

6 F . Fall Full-Term and 2nd 8-Week Classes End

9-13 M-F .... **FINALS**

17 T .... Grades Due @ Midnight

24-31 T-T .... **COLLEGE CLOSED**
Winter Break

Spring Semester 2020

January 2020

1 W .... **COLLEGE CLOSED**
Winter Break

10 F........................ Last Day for New Students to Register for Spring 2020 Full-Term & 1st 8-Week Classes

12 Su ....Last Day for Returning Students to Register Online for Spring 2020 Full-Term & 1st 8-Week Classes

13 M ....Spring 2020 Full-Term & 1st 8-Week Classes Begin

13-15 M-W..............No Penalty Drop/Add Period for 1st 8-Week Classes

13-17 M-F ....No Penalty Drop/Add Period for Full-Term (16-Week) Classes

February 2020

11 T ....Last Day to Withdraw from 1st 8-Week Classes

March 2020

4 W.......................................1st 8-Week Classes End

5 Th....................**FINALS for 1st 8-WEEK CLASSES**

6 F.. Midterm for Spring 2020 Full-Term Classes (Classes Meet)

1st 8-Week Grades Due @ Midnight

9-13 M-F..**NO CLASSES**

Spring Break

13 F .... Last Day to Register for 2nd 8-Week Classes

16 M ....2nd 8-Week Classes Begin

16-18 M-W..............No Penalty Drop/Add Period for 2nd 8-Week Classes

23 M .... Summer and Fall 2020 Class Schedules Released

25 W .... Last Day to Withdraw

from Spring 2020 Full-Term Classes

30 & 31 (M & T) ....Advising Week

April 2020

1 – 3 (W – F) ....Advising Week

6 M..First Day to Register for Summer and Fall 2020 Classes

10 F ....**COLLEGE CLOSED**

16 Th...Last Day to Withdraw from 2nd 8-Week Classes

23 Th...................**NO CLASSES (Scottsbluff only) District Music Contest**

May 2020

1 F..Classes End for Spring 2020 (Full-Term and 2nd 8-Weeks)

4-8 M-F ....**FINALS**

9 Sa ....**2020 GRADUATION**

12 T ....Grades Due @ Midnight

22 F ....Last Day for New Students to Register for Summer 2020 Classes

25 M...**COLLEGE CLOSED**

Memorial Day

Last Day for Returning Students to Register Online for Summer 2020 Classes

Summer Session 2020

May 2020

26 T ....Summer 2020 8-, 10-, & 1st 5-Week Sessions Begin

26-28 T-Th ....No Penalty Drop/Add Period for 8-, 10- and 1st 5-Week Summer Classes

June 2020

12 F .... Last Day to Withdraw
from 1st 5-Week Session

24 W .... 1st 5-Week Session Ends

25-26 Th F ....**Finals for 1st 5-Week Session**

26 F .... Last Day to Withdraw
from 8-Week Session

29 M .... 2nd 5-Week Session Begins

29-30 M-T .... No Penalty Drop/Add
for 2nd 5-Week Summer Classes

30 T .... Grades Due at Midnight
for 1st 5-Week Session

July 2020

1 M .... No Penalty Drop/Add
for 2nd 5-Week Summer Classes

3 F .... **COLLEGE CLOSED**
Independence Day Holiday

6 M .... Last Day to Withdraw
from 10-Week Session

15 W .... End 8-Week Session

16-17 Th F .... **FINALS for 8-Week Session**

17 F .... Last Day to Withdraw
from 2nd 5-Week Courses

21 T .... Grades Due at Midnight
for 8-Week Session

29 Th ... 10-Week and 2nd 5-Week Sessions End

30-31 Th F .... **FINALS for 10-Week**
and 2nd 5-Week Sessions

August 2020

4 T .... Grades Due at Midnight
For 10 –Week and 2nd 5-Week Sessions

Calendar dates are subject to change.

Western Nebraska Community College

Health Sciences Division
Nursing Program

August 19, 2019 – May 9, 2020

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PRACTICAL NURSING

ASSOCIATE DEGREE NURSING (AD-N)

POLICIES/PROCEDURES

Western Nebraska Community College

Title IX Compliance

WNCC students have the right to an educational environment free from all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender, orientation or sex-based bullying, stalking, or harassment). If you experience any form of gender, orientation or sex-based assault, discrimination, or harassment, know that WNCC has help and support available.

Please be aware that all college employees who become aware of these forms of discrimination and harassment are required to promptly report to the Title IX Coordinator or a Title IX Deputy Coordinator. This means that if you tell someone about a situation involving these issues, they must share the information with the college's Title IX Coordinator. The only exception is the college's counselor whose role provides a legal privilege of confidentiality.

If you wish to speak to someone confidentially, you can meet with the Counseling Director at the WNCC Counseling Center on the Scottsbluff campus located in the main building in the Student Learning and Engagement Center area, or by calling (308) 635-6090. Appointments are available on all WNCC campuses.

Equal Access Statement

Western Nebraska Community College seeks to make all programs and services, including electronic and information technology, accessible to people with disabilities. In this spirit, and in accordance with the provisions of Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), WNCC provides students, faculty, staff, and visitors with reasonable accommodations to ensure equal access to the programs and activities of the college. For assistance or further information, students with disabilities should contact the Counseling Director (and disability officer) at (308) 635-6090. Helpful information is also available in the *"Transition Guide for Students with Disabilities"* on the WNCC Web site under Disability Services.

<div align="center">**Western Nebraska Community College**</div>

<div align="center">**Student Code of Conduct**</div>

As an educational institution of higher education, WNCC seeks to provide the best educational environment for its students, faculty, and staff. It is mindful that academic freedom is an essential element of college life. The purpose of the Student Code of Conduct is to help ensure a safe and educationally productive environment for students, employees, and visitors. Conduct that adversely affects a student's responsible membership in the academic community shall result in appropriate disciplinary action.

Please see the Student Handbook (www.wncc.edu/student-life/student-handbook) for a complete copy of the WNCC Student Code of Conduct.

<div align="center">**Basic Needs Security**</div>

Students who believe their academic performance is being negatively impacted due to difficulty accessing sufficient food or finding a safe and stable place to live are encouraged to contact the Dean of Students' office at 308-635-6123. This office will put students in contact with community partners who may be able to aid in these areas.

<div align="center">**Audio/Visual Recordings**</div>

Except where a student is entitled to make an audio or video recording of class lectures and discussions as an educational accommodation determined through the student's interactive process with college disability services, a student may not record lectures or classroom discussions unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur.

A student granted permission to record may use the recording only for his or her own study and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

Western Nebraska Community College

Academic Integrity

Academic integrity forms a fundamental bond of trust between colleagues, peers, teachers, and students, and it underlies all genuine learning. At WNCC, there is no tolerance for plagiarism or academic dishonesty in **any** form, including unacknowledged "borrowing" of proprietary material, copying answers or papers, using crib sheets, unauthorized help during exams, altering tests, or passing off someone else's work as one's own.

A breach of ethics or act of dishonesty can result in:

- cheating in any form
- plagiarizing in any form
- aiding someone else in cheating or plagiarizing

Any form of academic dishonesty represents a grave breach of personal integrity and of the rules governing WNCC's community of learners. **Academic dishonesty includes, but is not limited to**:

- cheating in any form
- plagiarizing in any form
- aiding someone else in cheating or plagiarizing

Western Nebraska Community College

Credit Hours and Out-of-Classroom Preparation

WNCC credit hour assignments comply with the Federal Credit Hour definition. At WNCC, a semester credit hour is normally granted for the satisfactory completion of one 50-minute session (contact hour) of classroom instruction per week for a semester of not less than 15 weeks; two to three contact hours are required for laboratories to award a single credit hour. Other differences may occur depending on instructional delivery.

On average, for lecture courses, one credit hour requires three hours of effort on the part of the student per week – one hour of class and two hours of out-of-class time to accomplish readings and out-of-class assignments in preparation for successful completion of the course requirements. Some students may require more preparation time for some classes and for some classes, less time.

For a three-hour lecture course, a student should plan on a minimum of three hours a week in class and a minimum of six hours a week spent on out-of-class preparation.

Western Nebraska Community College

WNCC Nursing Technical Standards

Nursing is a profession, which requires not only the accumulation of research-based nursing knowledge, but also the development of technical skills, professional attitudes, and professional behavior. These established technical standards are provided to the prospective student as a guide to the expected level of competency during the completion of a nursing program in preparation for a career in nursing. Graduates of the WNCC Nursing Program will be able to:

Critical Thinking
Apply knowledge and experience in the determination of appropriate patient care. Examples of situations in which the nurse must apply critical thinking include prioritizing patient care, making safe judgments related to medication administration, and dealing effectively with interpersonal conflict.

Direct Care
Apply knowledge and experience in the assessment of patients in order to assess and provide direct nursing care services. Examples include assisting patients in repositioning and walking, performance of CPR, and providing care and close monitoring for extended periods of time.

Collection of Patient Information
Apply knowledge and experience in the assessment of patients in order to perform nursing care. Examples include assessing heart and lung sounds, examining the skin and wound conditions, noting abnormal odors that may indicate illness, and palpating organs.

Communication
Effectively communicate in English both verbally and in written form with patients, patient families, and other health care professionals. Examples include teaching patients and/or families about medications, documenting in the health care record, and reporting changes in conditions to the health care provider.

Professional Attitude and Behavior
Demonstrate a commitment to an environment of mutual respect, trust, integrity, and reliability in interactions with patients, their families, and other healthcare

professionals. Examples of professional attitude and behavior include on-time attendance at assigned shifts, choosing to be an active member of the team by not working in a chemically impaired state or performing personal business and/or communication at work, and by accepting responsibility for ones actions.

Safety
Apply knowledge and experience in the assessment of safety in patient care treatment and environment.   Examples of safety in nursing care include accurately calculating or confirming medication dosages, noting items in the patient care environment that may create a physical hazard, ensuring asepsis, and responding appropriately in the event of a threatening situation.
Demonstrate proficiency in and strict adherence to guidelines for the provision of care.

Clearly articulate job responsibilities and limitations during patient care, depending upon the level of education, training, and licensure.

Western Nebraska Community College

Health Sciences Division
Nursing Programs

Mission Statement

The Nursing Programs at Western Nebraska Community College shall be student-centered with open access for diverse, underserved populations. The Nursing Programs shall provide quality instruction to students for entry-level positions in nursing. The Nursing Programs shall promote community service, student growth, continued career development and life-long learning.

Western Nebraska Community College
Health Sciences Division
Nursing Programs

Philosophy

The WNCC nursing faculty members shall provide high quality nursing education. Important to nursing education is the understanding that all nurses are essential partners in meeting the needs of patients in a complex health care system. The WNCC nursing faculty:

- Believe a human being is a unique ever changing, physio-psychosocial, and spiritual being motivated by needs arranged in a hierarchy, according to Maslow's Hierarchy of Need.

- Believe health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, color, religion, national origin, sex or gender, age, disability, marital status, military veteran status, sexual orientation, gender expression/identity, or political affiliation.

- Believe education is a continual life-long process of learning and development. It enables the student to adapt to new experiences, develop a sense of values; acquire knowledge, skills, attitudes and self-discipline necessary to function effectively in society.
- Believe nursing education is the preparation of the student to function as a member of the healthcare team and is based on systematic principles, use of the nursing process, prioritization of patient needs and use of clinical reasoning. Nursing Education should provide for continuity and correlation of classroom and laboratory/clinical learning experiences arranged in sequence from the simple to the complex. Nursing education derives from five critical concepts; safety, patient-centered care, communication & collaboration, inquiry-based practice and professionalism. Nursing education should motivate the student to continue personal growth through self-evaluation, service to humanity, and participation in professional community activities.

- Believe student-centered education promotes optimal learning.

- Believe nursing is a caring, therapeutic, and teaching discipline that encompasses the artful application of evidence-based patient-centered care.

- Believe nursing is grounded in professional standards that include integrity, diversity, ethical principles and legal practices.

- Believe in the importance of holistic patient-centered nursing care.

- Believe safe effective patient-centered care requires ongoing inquiry (i.e. questioning current practice and seeking opportunities for improvement).

- Believe the nurse functions through communication and collaboration with members of the health care team in the provision of safe patient-centered care.

This Mission Statement is reflective and supportive of the WNCC Philosophy and Mission. Please refer to these statements in the College Catalog.

Western Nebraska Community College
Health Sciences Division
Nursing Programs
Organizational Framework

The organizational framework, developed by the WNCC nursing faculty aligns with the nursing mission and philosophy and provides direction and organization to nursing curriculum. The Nursing Process and Maslow's Hierarchy of Needs, provides a framework for growth in knowledge and content specific clinical reasoning, towards the achievement of five critical concepts; safety, patient-centered care, communication & collaboration, inquiry-based practice, and professionalism. Knowledge and clinical reasoning skills are nurtured across the curriculum.

Maslow's Hierarchy of Needs provides a framework for viewing human beings holistically and assists the learner to identify and prioritize patient needs. The nursing process is a clinical systematic model for provision of individualized quality patient-centered nursing care. The five critical concepts are essential for artful and evidence-based nursing practice and guides student learning outcomes.

Reviewed/Approved 7/20/19

ADN/PN
GRADUATE

PROGRAM
OUTCOMES

STUDENT LEARNING
OUTCOMES

CRITICAL CONCEPTS
Safety
Patient -centered Care
Communication & Collaboration
Inquiry-based practice
Professionalism

PHILOSOPHY

VALUES

Diversity   Holism   Integrity   Caring   Quality   Learning
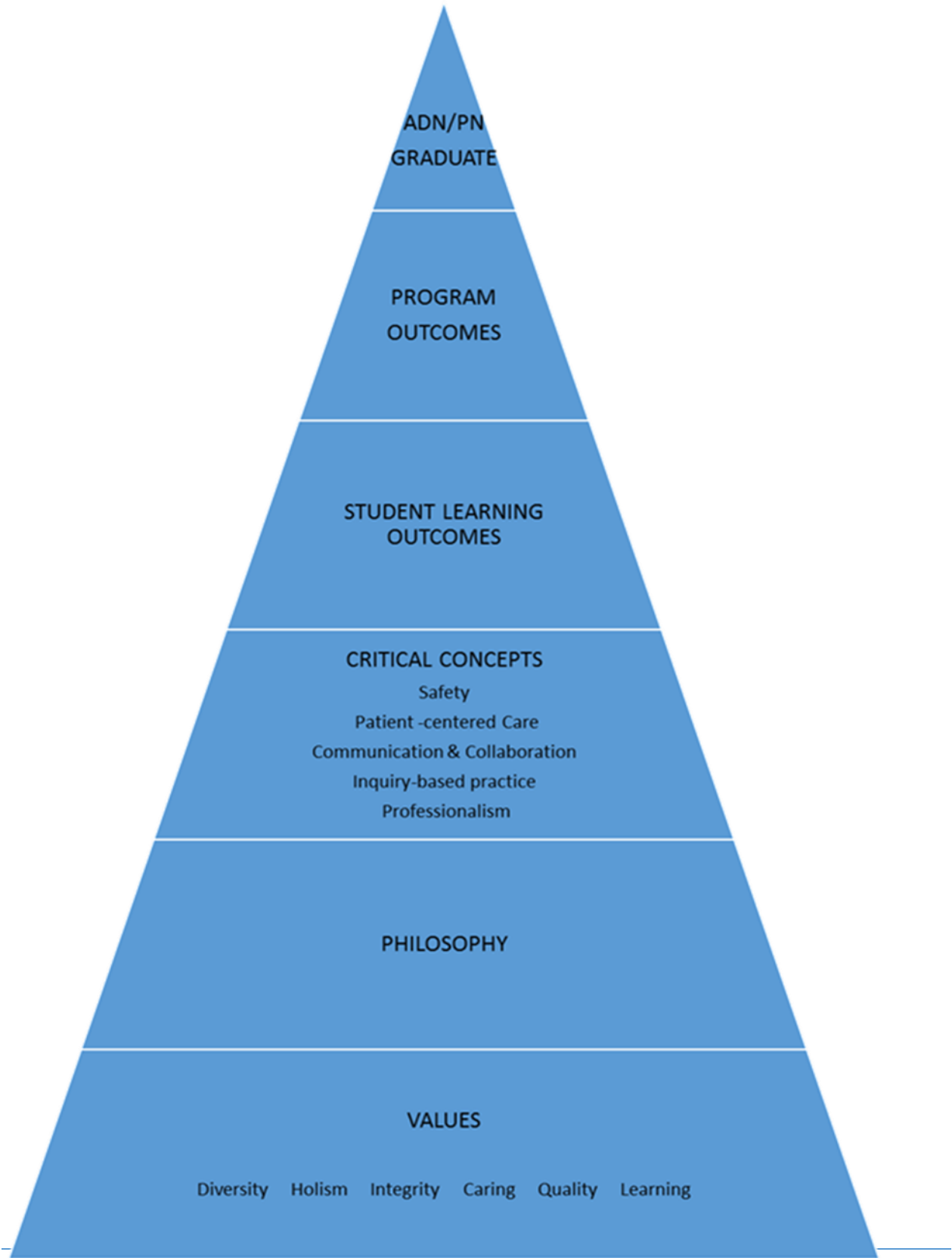
Western Nebraska Community College

Health Sciences Division
Nursing Programs Overview

PRACTICAL NURSING (PN)

The Practical Nursing Program prepares qualified individuals with critical thinking and professional practice skills needed to enter the field of practical nursing. The practical nursing graduate will be prepared to effectively communicate and collaborate with an interdisciplinary team. The graduate will implement findings from current evidence-based practice in provision of safe patient-centered care. The practical nursing graduate will be prepared to practice in a variety of healthcare environments and function as an integral member of the health care team.

Program graduates are eligible to apply to take the National Council Licensure Examination for Practical Nursing (NCLEX-PN) after approval by the State Board of Nursing. Upon passing the NCLEX-PN, the individual will receive PN licensure. The licensed practical nurse provides nursing care to individuals of all ages in diverse healthcare settings, including but not limited to, hospitals, long-term care facilities, physician offices, and home health agencies under the direction of a registered nurse (RN) or licensed healthcare practitioner.

Entry-level salaries for PN graduates vary according to the work setting, previous experience, and geographic location.

ASSOCIATE DEGREE NURSING (AD-N)

The Associate Degree Nursing Program (AD-N) prepares qualified students in the traditional and advanced placement programs with critical thinking and professional practices skills needed to enter the profession of nursing. Program graduates will be prepared to analyze findings from current evidence-based practice in the provision of safe, patient-centered care across the life span. Program graduates will also be prepared to effectively communicate and collaborate with an interdisciplinary team in diverse healthcare settings.

Program graduates are eligible to apply to take the National Council Licensure Examination for Register Nurse (NCLEX-RN) after approval by the State Board of Nursing. Upon passing the NCLEX-RN, the individual will receive PN licensure.

Entry-level salaries for RN graduates vary according to the work setting, previous experience, and geographic location.

Reviewed/Approved 7/20/19

Western Nebraska Community College

Practical Nursing Program

Curriculum

A. The Practical Nursing Program consists of 49.5-50.5 credit hours of course work taught over three college semesters.

B. The curriculum consists of general education prerequisites and nursing theory/lab/clinical courses. The Practical Nursing Program curriculum is designed to progress from simple to complex nursing content, taught within the scope of the practical nurse.

C. Students must achieve a cumulative prerequisite GPA of 2.0 (excluding math and microbiology) and a minimum of a C or higher on all prerequisites to be considered for admission to the practical nursing program.

D. Nursing clinical experiences are offered during the second and third semesters in conjunction with theory courses.

Reviewed/Approved 7/20/19

Western Nebraska Community College
Practical Nursing Program Curriculum Plan

GENERAL EDUCATION PRE-NURSING COURSES

Course		Credits
LPNR-1110	Body Structure & Func or equiv……..4	
PSYC-1810	Introduction to Psychology…………. 3	
ENGL-1010	English Composition I………………..3	
BIOS -2050	Nutrition and Diet Therapy………….3	
MATH-0160	Intermediate Algebra………………...4	
	Or Technical Math……………………………...3	

16-17 Credits

Basic Nursing Assistant Certificate required*

First Semester

Course		Credits	Hours Theory/Clinical
*BIOS-2460	Microbiology……………………….4		
Nursing Courses			
LPNR-1250	Concepts of Nursing………………..7		45/120
LPNR-1270	Medical/Surgical Nursing I............5.5		45/112.5
NURS-1410	Pharmacology I……………………2		30/0

18.5 Credits   120/232.5 Hours

*Microbiology may be taken as a prerequisite

Second Semester

Course		Credits	Hours Theory/Clinical
NURS-1480	Pharmacology II…………………...2		30/0
LPNR-2280	Medical/Surgical Nursing II……....5.5		45/112.5
LPNR-2290	Care of the Family………………..5.5		45/112.5
LPNR-2720	Strategies for LPN in Practice…….2		30/0

15 Credits   150/225 Hours

Total Credits, Theory and Clinical Hours   49.5-50.5 Credits   270/457.5 Hours

Theory Contact Break Down=1 Credit Hour = 15 theory contact hours
1 Credit Hour = 30 lab contact hours
1 Credit Hour = 45 clinical contact hours

Students must achieve a 75% in theory and a Pass on all lab/clinical for each required course and possess a cumulative GPA of 2.0 to progress in the program and graduate. Students must take the ATI comprehensive predictor assessment prior to graduation.

Reviewed/Approved 7/20/19

Western Nebraska   Community College

Practical Nursing Program
Program Outcomes

At the conclusion of the Western Nebraska Community College Practical Nursing Program, the student

1. Implements safe care practices to minimize the potential harm to patients, self and the health care team.

2. Implements holistic patient-centered care.

3. Implements professional communication skills to facilitate shared decision making in provision of patient-centered care and in promoting effective team functioning.

4. Implements findings from current evidence-based practice in provision of patient-centered care and to improve clinical processes.

5. Demonstrates values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures.

Reviewed/Approved 7/20/19

Western Nebraska Community College
Practical Nursing Program/Student Learning Outcomes

Learning Outcome	Semester 1	Semester 2
I. *Safety*	*Definition: The creation and maintenance of an environment that promotes avoidance of harm to patient and health care team members by use of clinical reasoning, current practice policies and procedures*	
	Demonstrates safe care practices to minimize the potential harm to patients, self and the health care team, with minimal guidance	Implements safe care practices to minimize the potential harm to patients, self and the health care team
II. Patient-centered Care	*Definition: The recognition of patient autonomy and holistically addressing physical, mental, and spiritual needs with respect for diverse cultures, values and relationships*	
	Implements holistic patient-centered care with moderate guidance	Implements holistic patient-centered care with minimal guidance
III. Communication & Collaboration	*Definition: The use of professional verbal and written communications skills to promote knowledge, facilitate quality patient-centered care and function effectively within nursing and interdisciplinary teams*	
	Explains the impact of professional communication skills in promoting knowledge, facilitating quality patient-centered care and in promoting effective team functioning	Implements professional communication skills to facilitate shared decision making in provision of patient-centered care and in promoting effective team functioning
IV. Inquiry–based Practice	*Definition: The consistent attention to improvement opportunities, including acquisition and application of current evidence-based practice to improve individual patient-centered care, processes and systems of care*	
	Explains the impact of current evidence-based practice in the provision of patient-centered care	Implements findings from current evidence-based practice in provision of patient-centered care and to improve clinical processes
V. Professionalism	*Definition: Demonstration of values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing and adherence to established college and clinical agency policies and procedures*	
	Explains the impact of values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures	Demonstrates values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures

WESTERN NEBRASKA COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM - COST OF PROGRAM SCHEDULE 2019 - 2020*

TUITION:	Resident of Nebraska	$ 100.00/credit hour
	Neighboring States – CO, WY, SD	$ 101.00/Credit hour
	Nonresident	$ 104.50/credit hour
FEES:	Activity and Facility Use	$ 17.50/credit hour

1st Semester General Education Prerequisites:

	Resident	Non Resident
17 credit hours/tuition & fees	$2,065.5	$2082.00
Books (estimate)	$ 500.00	$ 500.00
TOTAL	**$2,565,50**	**$2582.50**

2nd Semester Required Nursing Courses - Offered Fall Semester Only:

	Resident	Non Resident
18.5 credit hours/tuition & fees	$ 2,247.75	$2,266.75
Books (estimate)	$ 800.00	$ 800.00
Lab Supply Kit	$ 61.50	$ 61.50
Lab Fees	$ 50.00	$ 50.00
Personal Liability Insurance	$ 38.00	$ 38.00
Background Check	$ 64.00	$ 64.00
Student Name Pin (Alliance Campus Only)	$ 4.50	$ 4.50
ATI Testing Fees (price subject to change)	$ 451.44	$ 451.44
Nursing Equipment Kits (Available in Cougar Bookstore)	$ 180.00	$ 180.00

- Pocket Nurse Organizer
- Black Littman class II SE Stethoscope
- Gait belt w/ metal buckle
- Penlight w/ pupil gauge
- Lister bandage scissors
- Hemostat
- Two (2) Program Patches

 Or you may purchase the above items individually on your own

	Resident	Non Resident
Student Uniforms:	$ 130.00	$ 130.00
(2 scrub tops, 2 scrub bottoms, 1 Student Lab Coat)		
Watch (with second hand)	$ 40.00	$ 40.00
White Shoes/White Hose	$ 60.00	$ 60.00
WNCC Patches for Tops and Lab Coat (3)	$ 15.00	$ 15.00
TOTAL	**$ 4,142.19**	**$4,161.19**

3rd Semester Required Nursing Courses - Offered Spring Semester Only:

	Resident	Non Resident
15 credit hours/tuition & fees	$ 1762.50	$1830.00
Books (estimate)	$ 150.00	$ 150.00
ATI Testing Fees (price subject to change)	$ 233.58	$ 233.58
Photographs for State Board Application	$ 15.00	$ 15.00
Fingerprinting Fee	$ 45.25	$ 45.25
Board Fees: (NCLEX - $200.00)	$ 323.00	$ 323.00
(Bureau of Examining Boards - $123)		
TOTAL	**$2,589.33**	**$2,604.33**
ESTIMATED TOTAL COST OF PROGRAM :	**$9,297.02**	**$9,348.02**

* *The above tuition and fees were established by Western Nebraska Community College. It is necessary for the college to reserve the right to change the schedule of tuition, fees, and refunds without notice.*

Revised 6/19

Western Nebraska Community College
Associate Degree Nursing Program
Traditional and Advanced Placement (AP)

Traditional Curriculum

    A.   The Traditional Associate Degree Nursing Program consists of 28 credits of general education prerequisites and 44 credits of nursing for 72 total program credits. The 44 credits of nursing are taught over four (4) semesters.

    B.   Students must achieve a cumulative prerequisite (excluding math and nutrition and diet therapy) GPA of 3.0 or higher, minimum of a C or higher on all prerequisites, a Critical Thinking entrance score of 60 or high and a proficiency level on the TEAS entrance exam, to be considered for admission into the associate degree nursing program.

    C.   The nursing curriculum progresses from simple to complex nursing concepts within the scope of the registered nurse.

    D.   Nursing clinical experiences are offered all four semesters in conjunction with theory courses.

Advanced Placement Curriculum

    A.   The Advanced Placement Associate Degree Nursing Program requires proof of an unencumbered Practical Nurse license.

    B.   The program consists of 28 credits of general education prerequisites, 15 credits for previous practical nursing courses, AD-N nursing credits 29, for a total of 72 total program hours.

    C.   Students must achieve a cumulative prerequisite (excluding math and health assessment) GPA of 3.0 or higher, minimum of a C or higher on all prerequisites, a Critical Thinking entrance score of 60 or high and an 850 or higher on the LPN-ADN entrance exam, to

be considered for admission into the advanced placement associated degree nursing program.

D.   The nursing curriculum progresses from simple to complex nursing concepts within the scope of the registered nurse.

E.   Nursing clinical experiences are offered two semesters in conjunction with theory courses.

Reviewed/Approved 7/20/19

Western Nebraska Community College
Associate Degree Nursing Curriculum
Full-Time (Traditional Student)

Required Prerequisite Courses

BIOS-2250 Physiology & Anatomy 1	4 cr.
BIOS-2260 Physiology & Anatomy 2	4 cr.
CHEM-1050 Introductory Chemistry	4 cr.
BIOS-2460 Microbiology w/Lab	4 cr.
ENGL-1010 English Composition 1	3 cr.
PSYC-1810 Introduction to Psychology	3cr.
PSYC-2150 Life Span: Growth & Development	3 cr.

Must be College Algebra Ready

Students must be a BNA in good standing on the registry in the state in which they reside and provide verification.

1st Year – Fall Semester

ADNR-1112 Fundamentals of Nursing Practice   5 cr.
    45hrs. theory; 90 hrs. lab/clinical
ADNR-1132 Pathophysiology 1   2 cr.
    30 hrs. theory
ADNR-1160 Health Assessment   2 cr.
    22.5 hrs theory; 15 hrs lab
BIOS-2050 Nutrition & Diet Therapy (NDT)   3 cr.
    *on-line section; 45 hrs. theory

Total Cr: 12
Total ADNR Nsg Theory Hrs: 97.5
Total Lab/Clinical Hrs: 105

1st Year-Spring Semester

ADNR-1141 Adult Health and Illness I   4 cr.
    30 hrs. theory; 90 hrs. lab/clinical
ADNR-1151 Adult Health and Illness II   4 cr.
    30 hrs. theory; 90 hrs lab/clinical
ADNR-1122 Principles of Pharmacology 1   2 cr.
    30 hrs. theory
ADNR-1134 Pathophysiology 2   2 cr.
    30 hrs theory

Total Cr. 12
Total ADNR Nsg Theory Hrs: 120
Total Lab/Clinical Hrs. 180

2nd Year – Fall Semester

ADNR-2112 Care of the Older Adult   2.5 cr.
     30 hrs. theory; 22.5 hrs. lab/clinical
ADNR-2126 Psychiatric /Mental Health Nursing   3.0 cr.
     37.5 hrs. theory; 22.5 hrs. lab/clinical
ADNR-2141 Adult Health and Illness III   4 cr.
     30 hrs. theory; 90 hrs. lab/clinical
ADNR-2122 Principles of Pharmacology 2   2 cr.
     22.5 hrs. theory; 15 hrs. lab

                                          Total Cr. 11.5
                                          Total ADNR Nsg Theory Hrs: 120
                                          Total Lab/Clinical Hrs: 150

2nd Year – Spring Semester

ADNR-2175 Transition to Nursing Practice   3.5 cr.
     22.5 hrs theory;90 hrs. clinical
ADNR-2124 Principles of Pharmacology 3   1 cr.
     15 hrs theory
ADNR-2134 Maternal Child Nursing   3.5 cr.
     37.5hrs. theory; 45 hrs. lab/clinical
ADNR-2151 Adult Health and Illness IV   3.5 cr.
     30 hrs. theory; 67.5 hrs. lab/clinical

                                          Total Cr. 11.5
                                          Total ADNR Nsg. Theory Hrs: 105
                                          Total Lab/Clinical Hrs. 202.5

Total ADNR Nursing Theory Hrs: 442.5
Total ADNR Nursing Lab/Clinical Hrs: 637.5

Total General Education Credits   28
Total ADNR Nursing Credits   44
Total Program Credits   **72**

Reviewed/Approved 7/20/18 RK

Associate Degree Nursing Curriculum

Full-Time Option (Advanced-Placement Student)

Required Prerequisite Courses

BIOS-2250 Physiology & Anatomy 1	4 cr.
BIOS-2260 Physiology & Anatomy 2	4 cr.
CHEM-1050 Introductory Chemistry	4 cr.
ENGL-1010 English Composition 1	3 cr.
PSYC-1810 Introduction to Psychology	3 cr.
PSYC-2150 Life Span: Human Growth & Development	3 cr.
BIOS-2050 Nutrition & Diet Therapy	3 cr.
BIOS-2460 Microbiology	4 cr.
ADNR-1132 Pathophysiology 1	2 cr.
ADNR-1134 Pathophysiology 2	2 cr

Must be College Algebra Ready

Advanced Placement Students must provide proof of an unencumbered LPN license.

2nd Year – Fall Semester

ADNR-2112 Care of the Older Adult   2.5 cr.
  30 hrs. theory; 22.5 hrs. lab/clinical
ADNR-2126 Psychiatric /Mental Health Nursing   3.0 cr.
  37.5 hrs. theory; 22.5 hrs lab/clinical
ADNR-2141 Adult Health and Illness III   4 cr.
  30 hrs. theory; 90 hrs lab/clinical
ADNR-2122 Principles of Pharmacology 2   2 cr.
  22.5hrs theory; 15 hrs. lab
*ADNR-1160 Health Assessment   2 cr.
  22.5 hrs theory; 15 hrs. lab

*Advance Placement students may take Health Assessment prior to beginning nursing program

> Total Cr. 13.5
> Total ADNR Nsg Theory Hrs: 142
> Total Lab/Clinical Hrs: 165

2nd Year – Spring Semester

ADNR-2175 Transition to Nursing Practice   3.5 cr.
    22.5 hrs. theory/90 hrs. clinical
ADNR-2124 Principles of Pharmacology 3   1 cr.
    15 hrs. theory
ADNR-2134 Maternal Child Nursing   3.5 cr.
    37.5hrs. theory; 45 hr. lab/clinical
ADNR-2151 Adult Health and Illness IV   3.5 cr.
    30 hrs. theory; 67.5 hr. lab/clinical

Total Cr. 11.5
Total ADNR Nsg. Theory Hrs: 105
Total Lab/Clinical Hrs. 202.5

Total ADNR Nursing Theory Hrs. 307.5
Total ADNR Nursing Lab/Clinical Hrs. 367.5

General Education Credits: 28
Credit for Previous Nursing Courses (PN):   15
Total ADNR Nursing Credits: 29
Total Program Credits: **72**

Western Nebraska Community College
Associate Degree Nursing Program
Program Outcomes

At the conclusion of the Western Nebraska Community College Associate Degree Nursing Program, the student

1. Analyzes care practices and processes to minimize risk of harm to patients, self and the health care team.

2. Coordinates holistic patient-centered care for groups of patients.

3. Compares professional communication skills that facilitate shared decision making in provision of patient-centered care and in promoting effective team functioning.

4. Analyzes findings from current evidence-based practice for use in provision of patient-centered care and in the improvement of clinical processes and systems.

5. Demonstrates values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures.

Reviewed/Approved 7/20/19

Associate Degree Student Learning Outcomes: Traditional start Semester 1, Advanced Placement Semester 3

Learning Outcome	Semester 1	Semester 2	Semester 3	Semester 4
I. Safety	**Definition: The creation and maintenance of an environment that promotes avoidance of harm to patient and health care team members by use of clinical reasoning, current practice policies and procedures**			
	Demonstrates safe care practices to minimize the potential harm to patients, self and the health care team, with minimal guidance	Implements safe care practices to minimize the potential harm to patients, self and the health care team	Integrates safe care practices to minimize the potential harm to patients, self and the health care team	Analyzes safe care practices and processes to minimize risk of harm to patients, self and the health care team
II. Patient-centered Care	**Definition: The recognition of patient autonomy and holistically addressing physical, mental, and spiritual needs with respect for diverse cultures, values and relationships**			
	Implements holistic patient-centered care with moderate guidance	Implements holistic patient-centered care with minimal guidance	Implements holistic patient-centered care in acute and community settings, seeking appropriate guidance	Coordinates holistic patient-centered care for groups of patients, seeking appropriate guidance
III. Communication & Collaboration	**Definition: The use of professional verbal and written communications skills to promote knowledge, facilitate quality patient-centered care and function effectively within nursing and interdisciplinary teams**			
	Explains the impact of professional communication skills in promoting knowledge, facilitating quality patient-centered care and in promoting effective team functioning	Implements professional communication skills to facilitate shared decision –making in provision of patient-centered care and in promoting effective team functioning	Integrates professional communication skills to facilitate shared decision–making in provision of patient-centered care and in promoting effective team functioning	Compares professional communication skills that facilitate shared decision –making in provision of patient-centered care and in promoting effective team functioning
IV. Inquiry–based Practice	**Definition: The consistent attention to improvement opportunities, including acquisition and application of current evidence-based practice to improve individual patient-centered care, processes and systems of care**			
	Explains the impact of current evidence-based practice in the provision of patient-centered care	Implements findings from current evidence-based practice in the provision of patient-centered care and to improve processes	Integrates findings from current evidence-based practice in provision of patient-centered care and to improve clinical processes	Analyzes findings from current evidence-based practice for use in provision of patient-centered care and in the improvement of clinical processes and systems
V. Professionalism	**Definition: Demonstration of values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing and adherence to established college and clinical agency policies and procedures**			
	Explains the impact of values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures	Demonstrates values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures	Demonstrates values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures	Demonstrates values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures

WESTERN NEBRASKA COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM - COST OF PROGRAM SCHEDULE 2019-2020*

TUITION:	Resident of Nebraska	$ 100.00/credit hour
	Neighboring States – CO, SD, WY	$ 101.00/ Credit hour
	Nonresident	$ 104.50/credit hour
FEES:	Activity and Facility Use	$ 17.50/credit hour

General Education Prerequisites:	**Resident**	**Non Resident**
25 credit hours/tuition & fees	$3037.50	$ 3062.00
Books (estimate)	$ 600.00	$ 600.00
TOTAL	**$3,637.50**	**$ 3662.50**

Fall Semester - 1st Year

12 credit hours/tuition & fees	$ 1458.00	$1470.00
Books (estimate)	$ 600.00	$ 600.00
Lab Supply Kit	$ 79.75	$ 79.75
Personal Liability Insurance	$ 38.00	$ 38.00
Background Check	$ 64.00	$ 64.00
Lab Fees	$ 50.00	$ 50.00
ATI Testing Fees (price subject to change)	$ 164.36	$ 164.36
Nursing Equipment Kits (Available in Cougar Bookstore)	$ 180.00	$ 180.00

- Pocket Nurse Organizer
- Black Littman class II SE Stethoscope
- Gait belt w/ metal buckle
- Penlight w/ pupil gauge
- Lister bandage scissors
- Hemostat
- Two (2) Program Patches

Or you may purchase the above items individually on your own

Required Items:

Student Uniforms:	$ 130.00	$ 130.00
(2 tops, 2 bottoms, 1 Student Lab Coat)		
Watch (with second hand)	$ 40.00	$ 40.00
White Shoes/White Hose	$ 60.00	$ 60.00
WNCC Patch for Tops and Lab Coat (3)	$ 15.00	$ 15.00
TOTAL	**$2,879.11**	**$2,891.11**

Spring Semester – 1st Year

12 credit hours/tuition & fees	$1410.00	$1464.00
Books (estimate)	$ 250.00	$ 250.00
ATI Testing Fee (price subject to change)	$ 163.11	$ 163.11
TOTAL	**$1871.11**	**$1883.11**

Fall Semester – 2nd Year

13 Credit hours/tuition & fees	$ 1527.50	$1586.00
Books (estimate)	$ 400.00	$ 400.00
Lab Fee	$ 50.00	$ 30.00
ATI Testing Fee (price subject to change)	$ 289.70	$ 289.70
TOTAL	**$2319.20**	**2,312.20**

Spring Semester – 2nd Year

10 Credit hours/tuition & fees	$ 1175.00	$1220.00
Books (estimate)	$ 300.00	$ 300.00
ATI Testing Fee (price subject to change)	$ 163.11	$ 163.11
Photographs for State Board Application	$ 15.00	$ 15.00
Fingerprinting Fee	$ 45.25	$ 45.25
Board Fees: (NCLEX - $200.00) (Bureau of Examining Boards - $123.00)	$ 323.00	$ 323.00
TOTAL	**$ 2061.36**	**$ 2071.36**
ESTIMATED TOTAL COST OF PROGRAM:	**$ 12.768.28**	**$12,820.28**

The following tuition and fees were established by Western Nebraska Community College. It is necessary for the college to reserve the right to
change the schedule of tuition, fees, and refunds without notice.   6/19

Associate Degree Nursing Programs Entrance Exams

Student Learning Outcome:

        I: Safety
        IV: Professionalism

Purpose:

To ensure adequate preparation and promote student success.

Procedure for Required Entrance Exams and associated scores:

A. Traditional AD-N Program

1. TEAS Test – Must achieve a minimum of Proficiency Level
2. ATI Critical Thinking Test – Must achieve minimum score of 60

B. Advanced Placement AD-N Program

1. ATI Critical Thinking Test – Must achieve minimum score of 60

2. LPN-AD-N Entrance Exam – Must achieve a minimum score of 850

Criminal Background Check Policy/Procedure

Student Learning Outcome:

        I: Safety
        V: Professionalism

Purpose:

To ensure that each student is a likely candidate for licensure as a nurse and will meet clinical placement requirements.

Program Policy:

    Students are required to undergo a program approved background checks, no other background checks will be accepted. Students are responsible for all costs relating to background checks.

    It is the students' responsibility to keep the program informed as to any changes to the Background check. Failure to report may result in dismissal from program.

    Failure to maintain eligibility for all clinical placement requirements throughout the nursing program may result in dismissal from the program.

Procedure:

1. The Nursing Program requires all students to complete a Criminal Background Check after they have been provisionally accepted into the program.

2. Students are responsible for signing and submitting the WNCC Authorization To Obtain Background Reports before full-acceptance into the program.

3. Additional Criminal Background checks may be required depending on clinical facility requirements.

4. Fees for Criminal Background checks are the responsibility of the student.

5. After review of the Criminal Background Check by the Nursing Program Director, and completion of pre-entry requirements, the student will be admitted into the nursing program.

Note: Acceptance into the nursing program does not guarantee licensure eligibility upon graduation.

Reviewed/Approved 7/20/19

Basic Life Support (BLS) Policy/Procedure

Student Learning Outcomes:

       I: Safety
       V: Professionalism

Purpose:

To ensure students in the nursing program are prepared in BLS prior to and throughout the program.

Program Policy:

1. Basic Life Support) BLS) preparation must be obtained through the American Heart Association (Health Care Provider Course) prior to program admittance.

2. All costs relating to obtaining BLS is the responsibility of the student.

3. BLS must remain active throughout the nursing program, in order for the student to participate in clinical experiences.

Reviewed/Approved 7/20/19

Student Professional Liability Insurance Procedure

Student Learning Outcome:

    I: Safety
    V: Professionalism

Purpose:

To encourage students to protect his/her professional practice as a student nurse

Program Policy:

1. Each nursing student must obtain nursing student liability, either practical or registered student nurse, coverage prior to the start of the nursing program. Two listed organizations (among many) that sell for a reasonable premium and appropriate coverage are Nurses' Service Organization and Mercer Health and Benefits Administration LLC. You may check with your own Insurance agent to see if your company provides nursing liability.

2. Student nurses are held accountable for professional practice at the appropriate education level.

Reviewed/Approved 7/20/19

Immunization Policy/Student Health

Student Learning Outcome:

        I: Safety
        V: Professionalism

Purpose:

To ensure the safety of all members of the healthcare team. To assist the student in developing a health maintenance program that provides for both physical and mental wellbeing. The student needs to set an example by recognizing and practicing positive health principles and preventive measures.

Policy/Procedure:

1. Immunizations

All Western Nebraska Community College nursing students will be required to meet the titer (blood test) requirement to demonstrate immunity to the identified communicable diseases. Please see the list below of diseases for which the titers are required. The student must also meet the requirements for TB testing. Nursing students must complete these requirements by August 1st.

To meet the requirement, you will need to provide the Community Health nurses at Regional West Medical Center (RWMC) with copies of your immunization record and any lab titer results you may already have completed. One of the Community Health nurses will personally review your records to identify any immunizations or titers you need to complete. They will then administer any needed immunizations and set up an appointment for you to have a blood draw for the titers. All associated expenses are the responsibility of the student.

 Immunizations and titers may be completed at local providers, but records must be faxed to (Attention Health Sciences Division) at 308-630-6534 and presented to Regional West Medical Center (RWMC) Community Health by August 1st.

A. Required Immunizations/titers and records:

- All mandatory immunization records are to be submitted to the Health Sciences Division support staff before a student may register for nursing classes
- Students who do not have all their immunization records submitted by the designated date will not be allowed to continue in the nursing program.

- Documentation of a Two-Step Tuberculosis (TB) screening and yearly TB testing results, or a Two-Step within the last three months.

- Students with a history of TB vaccination are required to have a Quantiferon serum test

- Tdap (Tetanus, diphtheria and pertussis) within the last 10 years. Provide documentation of date

- Immunization Titers

  ❖ MMR (Measles, Mumps, Rubella)

  ❖ Varicella (Chicken Pox)

  ❖ Hepatitis B Series

2. <u>Student Health Issues</u>

a. Students are strongly encouraged to participate in a health insurance plan
b. Student who are ill may be sent home and/or encouraged to seek medical attention to the discretion of a faculty member
c. Students may be required to provide a physician's release at the discretion of the instructor pertaining to their health status
d. Students are responsible for any expensed incurred due to injury or illness in the College or Clinical area. Should a student be injured or their health endangered during College time it should be reported immediately to the instructor and to the appropriate cooperating agency personnel. An incident report will be filed.
e. Students should not consult a doctor about personal illness concerns while in clinical but should report concerns to the clinical instructor
g. Students exposed to body fluids or accidental needle stick at the clinical site will be handled according to facility policy. Any cost incurred due to exposure will be the student's expense.
h. Students are responsible for their own eye protection during clinical procedures when there is a risk for exposure
i. Student hours of employment should be limited during the nursing program to allow adequate time for study, rest, recreation, and extracurricular activities, as needed for health maintenance and student success.

3. <u>Standard Precautions</u>

a. Students are expected to follow the standard precautions as recommended by the Center for Disease Control while in the clinical environment.

Reviewed/Approved 7/20/19

Academic Integrity

Student Learning Outcome:

      IV: Inquiry-Based Practice

      V: Professionalism

Purpose:

To reinforce students on the academic professional expectations for all assignments completed by nursing students.

Procedure:

1. All students will adhere to the Western Nebraska Community College's Student Code of Conduct Policy and Procedures and Academic Integrity Policy found in the College Handbook.

2. Academic integrity forms a fundamental bond of trust between colleagues, peers, instructors, and students and it underlies all genuine learning. At WNCC, there is no tolerance for plagiarism or academic dishonesty in any form, including unacknowledged "borrowing" or proprietary material, copying answers of papers, using crib sheets or unauthorized help during exams, altering tests, or passing off someone else's work as one's own. A student can be accused of an academic integrity policy violation by an instructor, staff member or another student.

3. Any form of academic dishonesty represents a grave breach of personal integrity and of the rules governing WNCC's community of learners. Academic dishonesty includes, but is not limited to:

        -Cheating in any form
        -Plagiarizing in any form
        -Aiding someone else in cheating or plagiarizing

Reviewed/Approved 7/20/19

Academic Integrity

Plagiarism/SafeAssign

*Plagiarism is a serious offense. Students are expected to do their own work for all course assignments. WNCC's nursing program will requires all written assignments be subject to assessment for plagiarism through the antiplagiarism software **SafeAssign.**

"SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between submitted assignment and existing work. A SafeAssign originality report provides detailed information about the matches found between a students submitted paper and existing sources. Both instructors and students can use the report to review assignment submissions for originality and create opportunities to identify how to properly attribute sources rather than paraphrase."

"It is likely that SafeAssign will detect any paper that has been copied from another student or any document on the internet."

http://www.blackboard.com/safeassign/index.html.

Requirements for submission using SafeAssign

1. All assignments will be subject to submission through SafeAssign

2. Assignments with a similarity rating of 24% of less will be accepted.

3. Any assignment submitted for grading with a similarity rating of 24% or greater will be subject to zero (0) grade for that assignment.

4. Assignments required to be submitted through SafeAssign and are submitted for grading not using SafeAssign will receive a zero (0) for a grade.

*Adapted from Chamberlain University College of Nursing Student Handbook

Health Insurance Portability and Accountability Act
(HIPAA)

Student Learning Outcome:

    I: Safety
    II: Patient-Centered Care
    III: Communication and Collaboration
    V: Professionalism

1. The Health Insurance Portability Accountability Act of 1996, also known as HIPAA, has provisions which enhance the privacy and security of patient health information. As a student you are considered part of their workforce, so facility specific training, policies, and procedures will apply.

    A. HIPAA privacy standards outline the following individual's rights:

   - Right to notice of privacy practices for protected health information
     - Right to request restriction of uses and disclosures
     - Right to receive confidential communications
     - Right to access to information
     - Right to amend information
     - Right to accounting of disclosures
   - Right to obtain a paper copy of an electronic notice of privacy practices

2. The health care facility must make reasonable efforts to limit protected health information to the minimum necessary to accomplish the intended purpose of the use, disclosure or request. Thus, your access to protected health information will be defined based on your classification within the workforce, i.e., nursing student.

3. HIPAA also requires that covered entities implement security procedures to safeguard and insure privacy of secured information by controlling access and protecting the information. Health care facilities with electronic health records will require students to obtain appropriate passwords prior to utilizing their computerized systems.

4. Students will sign a non-disclosure statement which will be kept in the student file at Western Nebraska Community College. In addition, students should be prepared to follow the policies and procedures of the health care facility where they are assigned for clinical experience, which may include, but not limited to, completion of site-specific statements of confidentiality and security.

5.   No patient information, with or without identifiers, shall be communicated over any personal electronic device including, but not limited to, e-mail, social networking sites, and text messaging. No patient information will be removed from clinical sites.

6.   Social networking policy. Students are entering into a professional relationship with patients, facility staff, peers, and faculty. Publication of or sharing of patient, facility staff, peer and/or faculty information or pictures in any way without permission of that individual is prohibited.

Reviewed/Approved 7/20/19

Attendance Policy and Procedure

Student Learning Outcome:

    I: Safety
    II: Patient-Centered Care
    III: Communication and Collaboration
    IV: Inquiry Based Practice
    V: Professionalism

Purpose:

To promote student success in achievement of student learning outcomes, the nursing program and their careers

A. General Attendance

1. REGULAR AND PROMPT attendance is expected at all classes and clinical experiences.
2. Students are expected to attend all theory classes. If the theory course has a lab component, students are expected to attend these labs as they will be part of the final theory course grade. Missing labs could cause the student to fail the course.
3. Tardy is defined as the time at which the instructor takes roll call.
4. All students should report personal illnesses or exposure to communicable diseases to his/her instructor immediately. On a case-by-case basis, the instructor will determine if a student who is ill or has been exposed to a communicable disease is able to continue to participate in the clinical area.
5. If the student is disallowed from the clinical assignment for any reason, they must leave the clinical area and will be counted absent.
6. In case of inclement weather, the student should listen to the local radio for the announcement or refer to the WNCC website (www.wncc.edu).

B. Classroom Attendance

1. **Attendance and participation are necessary and required components to successfully completing a course.** Successful students attend class regularly, come to each class prepared, and engage themselves in class discussions Students who are repeatedly tardy or absent from class will be missing vital components necessary for their success.

2. **Nursing Program Classroom Attendance Policy**: When student absences exceed the credit hour of the course, the instructor will initiate the **ATTENDANCE WARNING**

NOTICE and the student will then create a written plan for future success in the course. Initiation **of the ATTENDANCE WARNING NOTICE will also result in points towards UNSAFE/UNSATISFCTORY CLASSROOM BEHAVIOR**: **Please refer to this policy in the Nursing Student Handbook.**

C. Clinical/Lab Attendance

1. Clinical/lab experiences are scheduled to meet the number of hours assigned for each course.
2. Student participation in clinical experience opportunities is mandatory. Clinical competency evaluation in a clinical setting is required and generally requires multiple experiences over time. Excessive absences may preclude the feasibility of clinical competency evaluation in the clinical setting. However, in the event the student has exceeded 10% absence allowance for a course due to extraordinary circumstances (e.g. serious illness, hospitalization, immediate family death, etc.), the instructor will consider potential remediation designed to give the student a final opportunity to meet the clinical learning objectives. A decision will be based on the overall student clinical and theory performance to that point.
3. Potential remediation options include, but are not limited to, one or more of the following:
   a. Clinical make-up hours. Feasibility to arrange clinical make-up time may be limited by availability of the following:
      1. Clinical site access
      2. Clinical supervisor
      3. Time remaining before end of course (as published in the college schedule of classes)
   b. Alternative student learning contract (if clinical make-up remediation is not feasible)
      1. One or more case studies
      2. Formal paper(s)
      3. Simulation experience(s)
      4. Assigned NCLEX-style exam questions related to the course content area
4. In the event of a clinical absence that exceeds 10% of scheduled hours, the student is responsible for
   a. Contacting the instructor
   b. Providing documentation of reason for the absence(s) (e.g. physician documentation)
   c. Completion before the end of the course schedule of any assigned make-up hours or alternative learning experience.
5. In the event that remediation for absences exceeding 10% of assigned clinical/lab experiences is not feasible, the student will fail the course

Travel Issues

Student Learning Outcome:

> I: Safety
> IV Professionalism

Purpose:

To provide students guidelines for classroom and clinical travel

Procedure:

1. Students will be are required to travel for selected classes or clinical experiences.

2. Students are responsible for their own transportation, food, and lodging expenses. This is NOT the College's responsibility.

3. Non-Staff drivers and students should not be driving students to any school function in a Western Nebraska Community College car.

4. In the event of inclement weather and/or unsafe road conditions, the student is responsibility to notify classroom or clinical instructor of their inability to travel.

Reviewed/Approved Summer 2019

WNCC Uniform Requirements
for Associate Degree and Practical Nursing Programs

	Practical Nursing	AD-Nursing
Uniform		
Lab Jackets:	One (1) white lab coat Hip length preferred Need two (3) WNCC nursing patches Sewn on left sleeve of scrub top and lab coat (Patches available at Cougar Bookstore)	One (1) white lab coat Hip length preferred Need two (3) WNCC nursing patches Sewn on left sleeve of scrub top and lab coat (Patches available at Cougar Bookstore)
Scrubs	Royal Blue Scrubs **Cherokee Brand: Tops - Style 4700** **Cherokee Brand - Bottoms** Recommended two (2) Pants may NOT have elastic cuffs	Hunter Green Scrubs **Cherokee Brand: Tops - Style 4700** **Cherokee Brand - Bottoms** Recommended two (2) Pants may NOT have elastic cuffs
Stockings:	White or beige support stockings -OR- Plain white socks may be worn with pant uniform (no footlets)	White or beige support stockings -OR- Plain white socks may be worn with pant uniform (no footlets)
	White nursing shoes with white soles – full heel (color on the brand tag permitted) NO open toes, open back, clogs, or crocs	White nursing shoes with white soles – full heel (color on the brand tag permitted) NO open toes, open back, clogs, or crocs
Nursing Equipment and Supply Kit	May be purchased in the Bookstore or separately from a different vendor (Items found in supply kits) Bandage scissors, Stethoscope (dual head), Gait belt (woven fabric with metal buckle), Pen light with pupil sizes, Hemostat, ID holder and clip, and **2** WNCC patches Pocket Protector is optional (does come in kit)	May be purchased in the Bookstore or separately from a different vendor (Items found in supply kits) Bandage scissors, Stethoscope (dual head), Gait belt (woven fabric with metal buckle), pen light with pupil sizes, Hemostat, ID holder and clip, and **2** WNCC patches Pocket Protector is optional (does come in kit)

NO FANNY PACKS, LANYARD PENS, CLIPBOARDS OR STETHOSCOPE COVERS

Classroom/Clinical Dress Code Policy/Procedure

Student Learning Outcomes

       I: Safety
      V: Professionalism

Purpose

To ensure students are dressed professionally in the clinical environment and to promote patient safety.

To demonstrate respect and sensitivity for patients, families, and/or visitors who may have diverse beliefs about attire and grooming.

Policy/Procedure:

Classroom

1. Acceptable Attire:

    a. Jeans that are intact, Capri-pants, pants, dress, and skirts (no miniskirts), and shorts (must be below fingertips)
    b. Clothing should fit properly. Clothing that is too tight, revealing or sheer is not appropriate.
    c. Shoes are required (may wear sandals or flip-flops).
    d. Unacceptable clothing: gym clothes, sweat pants, rumpled or ripped clothing, miniskirts, pajamas, underwear as outerwear, sunglasses, caps/hats, tops that reveals bra straps and/or midriffs.

Clinical

1. Professional appearance must be maintained at all times in clinical environments, including visits for patient assignment and tours.
2. Students must wear the WNCC official nursing uniform during clinical experiences.
3. Uniforms and white lab jackets must have a WNCC patch sewn on the upper left sleeve.
4. White lab jacket must be worn to all clinical sites, when not in uniform.
5. ID badges are to be worn at all times with clinical attire.
6. Hair for both men and women should be clean and neatly styled. Hair should be a natural hair color. Students' hair should be restrained from the face and off the collar during clinical. Appropriate hairpins, barrettes, hair ties, and rubber bands should be used.
7. Men should be clean shaven or have neatly trimmed mustache and/or beard.
8. Fingernails must be kept short and well-manicured. Students may not wear nail polish or

artificial nails in the clinical environment.

9. Students may make moderate use of cosmetics. Deodorant and/or antiperspirant should be appropriate to the student's body chemistry. Perfume/aftershave may not be worn in the clinical environment.

10. Jewelry is limited to one small ring and a pair of small post earrings in each ear lobe that do not dangle.

11. Jewelry may not be worn in any visible body piercing, including the tongue, other than as stated above

12. The policy for tattoos varies by healthcare facility. Students will be required to follow the facility policy. Instructors will provide the specific information to students as needed.

13. NO symbols will be permitted on clothing or name pin except those issued by the program.

14. NO gum chewing in the clinical environment

15. Students are required to wear the uniform designated for the program in which they are enrolled, during all clinical experiences.

      a. Uniforms must be clean, pressed, properly fitted, and in good repair.

      b. White shoes, hose and shoelaces must be clean with shoes polished and in good repair.

      c. Uniform should not be worn in public

      d. Full nursing attire consist of uniform, short white lab coat, ID badge, hosiery, shoes, a pen, scissors, and a watch with a second hand or indicator.

      e. The above nursing attire may be changed to conform with facility policy.

      f. A long sleeved solid white t-shirt may be worn under the scrub top for warmth. T-shirts must be clean and without damage, if allowed by facility.

17. Name tags are to be secured to the collar or upper chest area of shirt.

19. The appropriateness of uniform and student appearance will be determined by the clinical instructor.

19. Students need to avoid smelling of excessive smoke and body odor.

Reviewed/Approved *7/20/19*

Expected Classroom Behaviors

Student Learning Outcomes:

        I: Safety
        II: Patient-Centered Care
        III: Communication and Collaboration
        IV: Inquiry Based Practice
        V: Professionalism

Purpose:

To promote student success in the nursing program and their careers. To ensure effective communication and collaboration, safe patient-centered care in the classroom setting.

To develop an attitude of inquiry-based practice and skills to effectively communicate and collaborate with members of the healthcare team.

Procedure:

1. Students are expected to comply with WNCC policies as defined in the College Catalog and Student Handbook.
2. Students are expected to comply with the Nursing Program Student Handbook.
3. Students are expected to comply with faculty course policies and expectations related to each course
3. Students achieve stated student learning outcomes as identified in the course.
4. Students demonstrate successful completion of each theory course with a minimum of 75% (C) and Pass with Satisfactory on all course final clinical evaluations.
5. Failure to demonstrated achievement of Expected Classroom Behaviors will result in the initiation of Unsafe/Unsatisfactory Clinical/Classroom Behavior Procedure and Classroom Performance Contract.

Classroom Behaviors

The student will:

1. Adhere to Nursing Program Attendance Policy
2. Adhere to theory course instructor's course expectation sheet
3. Demonstrate honest, civil and respect for the opinions of others.
4. Demonstrate courteous professional behaviors, responses, and language (no profanity or slang)
5. Attend class free of any impaired cognition due to drugs and alcohol. See the College catalog for student conduct expectations and Student Handbook for the Judicial Code and Appeal.

6. Submit course work assignments on time
7. Demonstrate timely attendance
8. Turn off cell phone ringers (must be set to vibrate, no audible sounds allowed)
9. Refrain from texting during classroom activities, unless approved by course instructor.
10. Request for recording of class activities must be approved by the instructor prior to class
11. Schedules an appointment to consult with theory instructor.
12. Adheres to Dress Code Requirements
13. Maintains confidentiality
14. Notify instructor of absence 30 minutes prior to the start of class
15. Children or other guests are not allowed in or around the classroom during class time.
16. Use laptop for only classroom activities.

Reviewed/Approved 7/20/19
Adapted from Northeastern Community College

Methods of Evaluation Philosophy

Student Learning Outcomes:

> I: Safety
> II: Patient-Centered Care
> III: Communication and Collaboration
> IV: Inquiry Based Practice
> V: Professionalism

Purpose:

To evaluate student performance in the clinical and classroom settings.

Procedure**:**

All students will be continually evaluated by nursing faculty as outlined in specific course syllabi, course expectations, and expected classroom/clinical behaviors

1. The WNCC nursing faculty believe that the evaluation of student progress is a continuous process involving both instructor and learner responsibilities for assessment of learning needs.
2. All students will have the opportunity and are encouraged to do a self- evaluation at the end of each clinical day.
3. The goal of evaluation is to determine whether the student has attained Satisfactory performance and the expected behaviors, as articulated through the course and/or clinical objectives. The course objectives and/or student learning outcomes progress from simple to complex throughout the program of study. The course instructor clearly defines evaluation criteria and methods to the student in the course syllabus at the beginning of each course and with any change in program policies.
4. Evaluation or assessment of the individual learner is likely to involve:
    a. Identification of learning needs, or observed deficits or missed opportunities that should be addressed during the learning experience
    b. Assessment of progress toward achievement of course objectives
    c. Judgment concerning student's achievement of a satisfactory level of performance at the conclusion of a classroom, lab, or clinical learning experience.
5. Sources of data for evaluation or assessment include:
    a. Observation
    b. Students' written work
    c. Students' oral presentations
    d. Simulations and or demonstration of skills in lab
    e. Self- Evaluation

f. Clinical instructor

g. Preceptor

h. Assessment technologies (ATI, Elsevier Adaptive Quizzing)

6. Opportunities for evaluation or assessment include:
   a. Classroom
   b. Laboratory
   c. Clinical Settings
7. Evaluation tools to help measure learning:
   a. Exams and quizzes
   b. Study guides, case studies, assignments, etc.
   c. Clinical evaluation tools
8. Nursing faculty utilizes the Blackboard Grade book for all nursing theory courses where all grades can be viewed under "MY WNCC".

Reviewed/Approved 7/20/19
Adapted from Northeastern Community College

Exam Policy & Procedure

Purpose:

To maintain exam integrity

Reminder: Any form of academic integrity violation during proctored exams is subject to disciplinary action consistent with WNCC policy.

Procedure:

PROCEDURE:

Prior to Exam:
1. The student should inform family members of the following Administrative Assistant contact information to use in case of an emergency during an examination:
   - Scottsbluff Campus: 308-635-6060
   - Alliance Center: 308-763-2000
   - Sidney Center: 308-254-5450
2. All personal items such as keys, wallets, phones, digital watches, I-watches, and electronic devices are to be stored in the student's purse or bag.
3. Phones and electronic devices must be turned off or placed on "silent"
4. All books, coats, backpacks, purses and other belongings will be placed at the front of the room or near the instructor/proctor.

During Exam:
1. Food and beverages are not allowed in the testing area.
2. Calculators, English Dictionaries, and blank scratch paper will be available from the proctor.
3. Cell phone calculators may not be used.
4. Headphones and/or ear-buds may be used for noise reduction but may not be connected to an electronic device.
5. Hats, caps, coats and hoods must be removed.
6. Children are not allowed in the testing area.
7. Students may not give or seek assistance in any form.
8. The instructor/proctor may not be asked questions during the exam period.
9. Wearing of hats and/or sunglasses will be not be permitted.
10. Test reviews will be done per faculty member.
11. Quizzes and examinations may be administered either online or on paper at the faculty member's discretion.
12. Students are expected to arrive for exams having rested and prepared.
13. In the event of illness, it is the students' responsibility to notify the instructor of the absence and schedule a make-up exam per instructor's course policies.
14. Exams may not be repeated under any circumstances.
15. Partial credit will not be offered on exam questions.

16. Make-up exams after the exam date are not permitted for the final exam.
17. Electronic exams will be set for students to view only one question at a time.
18. Students may not leave the exam area during the exam. Any student who leaves the examination area during the exam will not be allowed re-entry.

Exam Review Guidelines:

The course instructor will determine whether exams may be reviewed. If the course faculty member allows exam review, the following guidelines will be followed:
   a.   Each exam or quiz may be reviewed only one time by any individual student.
   b.   Individual test reviews are scheduled by appointment only.
   c.   The exam must be reviewed within (5) five business days following the posting of the exam grade.

During Exam Review:

1.   The instructor or proctor must be present in the room.
2.   Students may not write on tests, take notes, or record notes.
3.   Students may not copy test questions.
4.   Textbooks, notebooks, food and beverage will not be allowed.
5.   Students may not to leave the exam environment. A students who leaves the exam environment, will not be permitted to re-enter the exam area.

Following Exam and Exam Review:

1.   Exams, calculators, dictionaries, answer sheets and scratch paper must be turned in to the instructor or proctor before exiting the room.
2.   Personal belongings may be quietly obtained before exiting the room.
3.   Loitering in the hallway during or after the examination will not be permitted.

Grading Procedure

Purpose:

To communicate grading procedures of the WNCC nursing courses.

Policy/Procedure:

Standard assessment weights and instructor guidelines are established in order to provide consistency among courses on each level in the nursing programs.

All students must have a minimum theory course average of 75% and a Pass with Satisfactory in the associated clinical to successfully complete the nursing course. Students must receive a minimum of 75% (C) on each nursing course to be eligible to progress to the next course/semester. Any unsuccessful completion of theory with a grade less than 75% will require repeating both theory and clinical.

1. Practical Nursing Program and Level One Associate Degree Nursing Program course grades will be weighted as follows:

    - Assignments: 10% of total course average
    - Unit/chapter Exams: 60% of total course average
    - Final Exam: 30% of total course average

2. Level Two Associate Degree Nursing Program course grades will be weighted as follows:

    - Assignments: 10% of total course average
    - Unit/chapter Exams: 55% of total course average
    - Final Exam: 35% of total course average

3. Points and percentages earned throughout and at the end will not be "rounded up" to the next whole number.

4. WNCC Nursing grading scale is as follows:

    98-100 = A+ (4.0)
      95-97 = A (4.0)
      91-94 = A- (3.67)
      88-90 = B+ (3.33)
      85-87 = B (3.0)
      81-84 = B- (2.65)
      78-80 = C+ (2.33)

75-77 = C (2.0)
71-74 = C-
68-70 = D+
65-67 = D

5. Remediation will be required, to advance student learning, (NOT for the purpose of revising exam grades), for all students who score 80% or lower on Unit /Chapter exams.

- ❖ Each course instructor will outline expected remediation requirements
- ❖ Remediation is student self-directed

Reviewed/Approved 7/20/19

Clinical Math Competency Procedure

Student Learning Outcomes:

      I: Safety
      II: Patient-Centered Care

Purpose:

To ensure student's competency in math and dosage calculation in order to provide safe and quality patient-centered care.

Procedure:

      Math competency will be tested at the beginning of the fall semester for students enrolled in the AD-N program and in the mid-fall for students enrolled in the PN program.

1. The Traditional AD-N student must pass a medication calculation competency test with 100% during their Fundamentals and Pharmacology II courses
2. The Advanced Placement AD-N student must pass medication calculation competency test with 100% during Pharmacology II.
3. The PN student must pass a medication calculation competency test with 100% accuracy in the first week of the Medical Surgical I course.
4. All students will be allowed three attempts at arranged intervals to pass with 100%.
5. With each failed attempt, students are expected to remediate according to the deficient areas. Remediation may be done through peer tutoring, self-directed study, or another dosage calculation product.
6. Three failed attempts will result in failure of the course and the student will not be allowed to progress through the program.

Reviewed/Approved 7/20/19

Classroom Performance Contract Procedure

Student Learning Outcome:

      I: Safety
      II: Patient-Centered Care
      III: Communication and Collaboration
      IV: Inquiry Based Practice
        V: Professionalism

Purpose:

To facilitate student success in the classroom setting and achievement of student learning outcomes.

Procedure:

All students enrolled in any nursing course may receive a performance contract depending on classroom performance and behavior.

1. If a student's unit exam grade, assignment grade or course average falls at/or below 80%, and/or if he or she is demonstrating unsafe/unsatisfactory behavior, faculty may initiate a written performance contract.

   ❖ Grades at/or below 80% at midterm will require a written performance contract.

2. Student absences exceed the course credit hour will initiate in a written performance contract

   ❖ Additionally, the absences will result in 1 professionalism point
   ❖ Lack of Adherence to contract will result in additional professionalism points.

3. Students will meet with the course instructor to discuss individual learning needs in which the student must come prepared with a written plan to improve their course grade and/or attendance.

4. A plan for remediation will be developed by the instructor and student.

5. Possible referrals may be made to Disability, Counseling and/or Tutoring Services.

Western Nebraska Community College Nursing Program

Classroom Performance Contract

Student_____ Date_____

Definition:

A classroom performance contract is directed toward establishing
strategies to improve the student's theory grade.

Criteria for Contract: (may include any of the following)

1. An exam, assignment, or grade average at/or below 80%
2. At risk for a theory grade at/or below 80% at end of course
3. Behaviors, which interfere with classroom performance (includes attendance)

Documentation for Initiation of Contract:

In order to complete (Course)_____, _____will be expected
to:

Faculty_____Date_____
Student_____Date_____

Terms of Contract met – date & Signature_____
Terms of Contract NOT met – date & Signature_____

Reviewed /Approved 7/20/19
Adapted from Northeastern Community College

Expected Clinical Behaviors

Student Learning Outcome:

> I: Safety
> II: Patient-Centered Care
> III: Communication and Collaboration
> IV: Inquiry Based Practice
> V: Professionalism

Purpose:

To inform student regarding the procedure for clinical performance and to ensure satisfactory clinical performance is evaluated throughout the nursing program.

To promote student success in the nursing program and their careers. To ensure effective communication and collaboration, safe patient-centered care in the classroom setting.

To develop an attitude of inquiry-based practice and skills to effectively communicate and collaborate with members of the healthcare team.

Procedure

1. The clinical instructor will evaluate student clinical performance daily.
2. The daily clinical evaluations will be synthesized in a midterm and final course/clinical evaluation to document overall performance.
3. The student must demonstrate consistent progress and achieve Satisfactory in clinical performance, in order to progress to the next clinical course.
4. Failure to demonstrated achievement of consistent Satisfactory Performance will result in the initiation of Unsafe/Unsatisfactory Clinical/Classroom Behavior Procedure and Clinical Performance Contract.
5. Failure to achieve Satisfactory performance on the final evaluation will result in failure of the course even if the student has passed the theory component.
6. The Attendance Procedure will be implemented for those students who are absent from lab or clinical.

Clinical Behaviors

The student will:

1. Adhere to HIPAA confidentiality Policy.

2. Achieve clinical and student learning outcomes for the course.
3. Adhere to Clinical Attendance Policy
4. Complete clinical assignments and submit on time (including, but not limited to clinical Care Plans).
5. Demonstrate satisfactory clinical preparation for assigned patient.
6. Provide a safe environment for patient, family, members of the healthcare team, and self.
7. Utilize medical and surgical asepsis.
8. Perform nursing procedures using accepted standards of care.
9. Practice principles of safe medication administration.
10. Apply the steps of the nursing process in the care of assigned patient/s.
11. Effectively communicate with patient/family, instructor, health team members, and peers.
12. Utilize evidence-based practice when providing patient-centered care.
13. Provide care consistent with professional standards, ethics, and legal regulations.
14. Attend the minimum hours of clinical experience as defined by course policies.
15. Demonstrate initiative in seeking out learning experiences.
16. Perform invasive procedures only with direct supervision
17. Arrives at least 5 minutes before designated start time for clinical.
19. Stays focused during clinical learning, avoids conversations on personal and social topics.
19. Notifies clinical facility of an absence before scheduled clinical experience begins
20. Adheres program Dress Code
21. Refrains from brining children to clinical environment.
22. Notifies instructor or preceptor prior to leaving the clinical environment.
23. Administer medication only with WNCC nursing instructor supervision, unless the clinical experience is with a designated preceptor

Simulation Performance Guidelines

Student Learning Outcomes:

     I: Safety
     II: Patient-Centered Care
     III: Communication and Collaboration
     IV: Inquiry-Based Practice
     V: Professionalism

Purpose:

To bridge content to practice in a simulated environment and facilitate student success in nursing program coursework.

Procedure

    The following are critical clinical expectations and behaviors used to evaluate student Simulation performance, in addition to the clinical specific Clinical Course Evaluation Forms and Clinical Behaviors. Simulation will be graded as Satisfactory or Unsatisfactory. Any student receiving an Unsatisfactory in any course outcome will not Pass clinical and will not successfully Pass the theory/clinical course.

Procedure
1. Students are required to participate in designated simulation clinical hours.
2. Students are required to demonstrate and safe patient-centered nursing care
3. Students are to maintain confidentiality of the simulation experience
4. Students are required to perform professionally
5. Students are required to wear clinical dress attire
6. Students will demonstrate respect and dignity in the simulated environment
7. Student must contact the instructor prior to the start of simulation in order to have an excused absence.
8. Student skill performance may be video-recorded to facilitate debriefing sessions.
9. Clinical Performance criteria can be found in the Nursing Program Student Handbook under

Reviewed/Approved 7/20/19Adapted from Northeastern Community College

Administration of Controlled Substances Procedure
During Clinical

Student Learning Outcome:

      I: Safety
      II: Patient-Centered Care
      III: Communication and Collaboration
      IV: Inquiry-Based Practice
      V: Professionalism

Purpose**:**

To identify the nursing student's responsibility in administration of controlled substances

Procedure:

    Student nurses may not administer controlled substances.

1. Students must adhere to facility policies.
2. If the contracted clinical site has a policy that student nurses are not to administer Controlled Substances, the student will follow agency policy
3. A Controlled Substance may not be taken from the agency Pyxis by another nurse and handed off to the clinical instructor, for the student nurse to administer.

Reviewed/Approved 7/20/19
Adapted from Northeastern Community College

Verbal or Telephone Orders Procedure
During Clinical

Student Learning Outcome:

      I: Safety
      II: Patient-Centered Care
      III: Communication and Collaboration
      IV: Inquiry-Based Practice
      V: Professionalism

Purpose:

To clarify the student's role in relation to the physician's order via telephone/verbal orders.

Procedure:

Students are not to independently take verbal or telephone orders from a healthcare provider.

1. Students are bound to all agency policies regarding physician verbal and telephone orders.

Reviewed/Approved 7/20/19
Adapted from Northeastern Community College

Clinical Performance Unsafe/Unsatisfactory Behaviors

Student Learning Outcome:

     I: Safety
     II: Patient-Centered Care
     III: Communication and Collaboration
     IV: Inquiry Based Practice
     V: Professionalism

Purpose

To promote an environment of safe patient-centered care and professional behaviors at all times in the clinical/simulation environments.

Procedure

    A. Students are responsible for demonstrating Satisfactory performance on each course specific evaluation tool.

    B. The **"Unsafe/Unsatisfactory Clinical and Classroom Behavior Procedure**" can be found in the Nursing Program Student Handbook.

    C. The following are Unsafe/Unsatisfactory behaviors **that will result in the initiation of the "Unsafe/Unsatisfactory Classroom and Clinical Behavior Procedure**"

THE STUDENT:

    1. Violates patient and/or family confidentiality
    2. Fails to prepare for clinical (theoretical knowledge) of the application of the knowledge to practice
    3. Fails to respect patient rights and dignity
    4. Performs clinical actions outside the student's scope of practice
    5. Falsifies patient documentation (e.g. makes up assessment, covers up mistakes)
    6. Engages in social media/taking photographs while in the clinical environment
    7. Fails to anticipate complications and /or report change in patient's condition
    8. Abandons or leaves the clinical area without notifying instructor and responsible Nursing staff
    9. Fails to immediately report a patient care error to instructor and responsible nursing staff
    10. Makes independent clinical decisions beyond his/her competency
    11. Avoids interacting with the patient and/or family.

12. Participates in clinical while impaired cognitively (due to stress, drugs, alcohol, or lack of sleep)
13. Engages in soliciting, borrowing or removal of property or money from a patient or patient's family or hosting facility.
14. Fails to comply with facility policies and procedures (including but not limited to, smoking, dress code).
15. Acts in an aggressive and/or harassing manner, as defined in the Western Nebraska Community College Code of Conduct, toward any peer, patient, family, facility staff, Instructor or other persons.
16. Communicates in a disrespectful manner with patient, patient's family, peers, nursing staff, peers and/or nursing instructor.
17. Fails to achieve a passing clinical care-plan score.
19. Fails to demonstrate medical and surgical asepsis
19. Fails to participate in the required hours of clinical experience as defined by the course policies.
20. Demonstrates a lack of initiative in seeking learning experiences.
21. Fails to report to the clinical environment on time.
22. Administers medication or performs sterile procedure without clinical instructor, appropriate nursing staff or preceptor.
23. Fails to adhere to evidence-based practice when providing patient-centered care.
24. Failure to use and cite credible sources for assignments.
25. Engages in activities that are not focused on clinical learning

Reviewed/Approved 7/20/19
Adapted from Northeastern Community College

Critically Unsatisfactory Behaviors/Procedure

The profession of nursing has high professional standards and these identified Critically Unsatisfactory Behaviors potentially place, the patient, self or others in immediate danger. An incident involving any of these behaviors will result in an automatic four (4) points and a Full Review.

CRITICALLY UNSATISFACTORY BEHAVIORS
(The following are examples, but not limited to)

	CRITCAL UNSATISFACTORY BEHAVIORS	Signature	Date
1.	Evidence of drug/alcohol use during the nursing program (SLO: I, II, III, IV, V)		
2.	Violation of HIPPA Confidentiality Procedure at College and/or Clinical Facility (SLO: I, II, III, V)		
3.	Failure to demonstrate behaviors indicative of ethical/professional integrity (cheating on exam/plagiarism, beneficence, non-maleficence, justice, veracity) (SLO: I, II, III, IV, V)		
4.	Administering Medication or Invasive Procedure without supervision (SLO: I)		
5.	Performing procedures for which the student has not been instructed outside the Scope of Practice (SLO: I)		
6.	Failure to report errors (SLO: I, II, IV, III, V)		
7.	Falsifying documentation (SLO: I, III, V)		
8.	NO Call, NO Show (clinical) (SLO: I, III, V)		
9.	Abandons patient or lack of attention to care (SLO: I, II, III, V)		
10.	Demonstrates aggressive behavior towards patient, staff, and/or instructor/preceptor (threatening remarks, raises voice, getting into instructor/staff personal space (SLO: I, II, III, V)		

Procedure:

1. In the event that any one of these Critical Unsatisfactory Behaviors occur, the situation will result in immediate review of the incident with the student and Nursing Program Director (NPD).

2. The student will be placed on immediate CLINICAL SUSPENSION if safety to the patient becomes a factor.

3. If initiated, a Review Panel will meet within 5 business days. The Panel consists of the Nursing Program Director (NPD), Division Chair one other nursing faculty designed by the NPD. If a conflict of interest occurs, the NPD will assign an alternative panel representative.

4. The student MAY NOT be able to participate in further clinical activities until the Panel has made a recommendation and the NPD has made a final decision.

> The panel will make one of the following recommendations:
> 1. Remediation-initiation of a performance contract
> 2. Course Failure
> 3. Dismissal from the nursing program

5. Students have the right to appeal the decision. Please refer to the College Student Handbook for the appeal procedure.

Reviewed/Approved 7/20/19
Adapted from Northeastern Community College

Unsafe/Unsatisfactory Clinical/Classroom Behavior Procedure

Student Learning Outcome:

> I: Safety
> II: Patient-Centered Care
> III: Communication and Collaboration
> IV: Inquiry Based Practice
> V: Professionalism

Purpose:

To promote an environment of safe patient-centered care and professional behaviors at all times in the clinical/simulation environments.

Procedure:

1.   Student behavior that has been identified as Critically Unsatisfactory or Unsafe/Unsatisfactory by an instructor will result in initiation of the **UNSAFE/UNSATISFACTORY CLINICAL AND CLASSROOM BEHAVIORS PROCEDURE.**

2. Behaviors will be classified as Critically Unsatisfactory or Unsafe/Unsatisfactory and will have a point value of 1-4 assigned to them;

3. Points are not limited to one course but are considered cumulative in evaluating the student' overall performance for the academic year.

4. The Points will be recorded in the **Unsafe/Unsatisfactory Clinical/Classroom Behavior Document (UUCCBD)**

5. The **Unsafe/Unsatisfactory Clinical and Classroom Behavior Document** will remain in the student's record.

6. The instructor will notify and meet with the student regarding the occurrence either in clinical and/or classroom.

7. The student will develop a Clinical and/or Classroom improvement plan and submit to the instructor upon specified date.

8. The instructor will notify the Nursing Program Director (NPD) of assigned points and plan for improvement.

9. The student has the option of submitting a written account of occurrence to the NPD within three (3) business days for the NPD's review.

10. Accrued points will remain in effect through the academic year

11. **An accumulation of four (4) Points will result in a full review of the student's clinical/classroom performance record by a review panel**

    a. The Review Panel will meet within five (5) business days. The Panel consists of the Nursing Program Director (NPD), Division Chair and one other nursing faculty designated by the NPD.

    b. The student MAY NOT be able to participate in further clinical activities unit the Panel has made a recommendation and the NPD has made the final decision.

        1. The panel will make of the of the following recommendations:
            a. Remediation-initiation of a performance contract
            b. Course Failure
            c. Dismissal from the nursing program

    c. Students have the right to appeal the decision. Please refer to the College Student Handbook for the appeal procedure.

Reviewed/Approved 7/20/19
Adapted from Northeastern Community College

Clinical Performance Contract
Western Nebraska Community College Nursing Program

Student: _____   Date: _____

Definition: This contract serves the purpose of establishing strategies which will improve the student's clinical performance in order to achieve the critical competencies

Criteria for Contract:
1. A failing clinical grade at midterm
2. At risk of failing clinical at the end of the course
3. Behaviors, which interfere with successful achievement of Student Learning
Outcomes (SLOs)

Documentation for Initiation of Contract: (Address areas of concern as they relate to the SLOs)

In order to successfully pass clinical in course_____, _____will be expected to:

Student ideas for strategies to improve in clinical: (Student completes this section)

Faculty_____Date: _____

Student_____Date: _____

Terms of Contract met – date and signature_____

Terms of Contract NOT met – date and signature_____

Reviewed/Approved 7/20/19
Adapted from Northeastern Community College

Unsafe/Unsatisfactory Clinical and Classroom Behaviors Document

(UUCCBD)

Student Learning Outcome:

        I: Safety

        II: Patient-Centered Care

        III: Communication and Collaboration

        IV: Inquiry Based Practice

        V: Professionalism

UNSAFE/UNSATISFACTORY CLINICAL AND CLASSROOM BEHAVIORS DOCUMENT

STUDENT NAME: _____

Comments:

DATE & POINTS	I. Safety	DATE & POINTS	II. Patient Centered-Care	DATE & POINTS	III. Communication & Collaboration	DATE & POINTS	IV. Inquiry Based Practice	DATE & POINTS	V. Professionalism

Instructor Signature: _____ Date: _____ Student Signature: _____ Date: _____
(Signature may not indicate agreement with statements above, but acknowledges receipt of this information)

Adapted from Nebraska Methodist Unsatisfactory/Unsafe Clinical Practice Procedure and Northeast Community College.
Approved 7/26/17

Progression in Nursing Program Procedure

Student Learning Outcome:

    I: Safety
    II: Patient-Centered Care
    III: Communication and Collaboration
    IV: Inquiry-Based Practice
    V: Professionalism

Purpose:

To inform student of methods to successfully progress through the nursing program.

Procedure:

Students must follow the Western Nebraska Community College Code of Conduct and all polices found within the Nursing Program Student Handbook to progress successfully toward completion of the desired nursing program.

The student will:

1. Follow all aspects of the WNCC Nursing program policies found in the Nursing Program Student Handbook

2. Achieve a minimum of 75% on all nursing courses, to be eligible to progress to the next course/semester.

3. Achieve a Satisfactory and Pass with any clinical associated with a nursing course, to be eligible to progress to the next course/semester.

3. Treat others with respect in both the classroom and clinical setting.

Reviewed/Approved 7/26/17

Readmission into the Nursing Program Policy and Procedure

Student Learning Outcome:

      I: Safety
      II: Patient-Centered Care
      III: Communication and Collaboration
      IV: Inquiry-Based Practice
      V: Professionalism

Purpose: To promote program success for students who exited the program and are requesting readmission.

Procedure:

1. Students who exit the nursing program, for any reason, must apply for re-admission to the nursing program.

2. Students are only allowed one readmission opportunity.

3. Students reapplying are required to successfully complete all admission requirements and Entrance exams.

4. Students are not guaranteed readmission.

5. Readmission is dependent on space availability and competitive ranking.

6. Students must reapply for the year following withdrawal. If more than one year has lapsed, the students must repeat the entire program and retake courses previously passed.

7. Any student wishing to be re-admitted to the nursing program must submit a letter to the Nursing Program Director indicating his/her desire for re-admission to the program.

❖ Student who exits the fall semester and are unable to progress in the nursing program to the following spring semester, the letter needs to be submitted by April1st.

❖ Student who exits spring semester and are unable to progress in the nursing program the following fall semester, the letter needs to be submitted by May 30th.

❖ No late submissions accepted.

8. A "Success Plan" must be submitted with the readmission letter. The Success Plan must include each of the following components:

- ❖ Student name and date
- ❖ The course/s to be repeated
- ❖ A list of individual areas needing improvement and strategies for success. For example, how would the student plan for success (e.g., study methods, study time, class attendance, etc.)
- ❖ A weekly schedule indicating study time of 3-4 hours for each credit hour of proposed coursework. For example, a 3-credit hour course requires a minimum of 9-12 hours per week of study time outside of class and clinical experiences.
- ❖ The document should be entitled, "Success Plan," double-spaced, and prepared with Times New Roman 12-point font.
- ❖ The "Success Plan" needs to be approved by the Nursing Program Director

9. The student must then schedule an appointment and meet with the Nursing Program Director to discuss the Success Plan.

10. A re-admission committee, composed of the Health Sciences Division Chair, Nursing Program Director, and (3) three nursing faculty, will meet to review student academic history. To promote student success, the re-admission committee will develop an individualized re-admission plan focused on specific student learning needs. Students may be required to successfully complete assessments, such as, but not limited to:

- ❖ Entrance Exams
- ❖ Readmission course (successful completion requires a minimum of 75%)
- ❖ Lab skills and clinical hours (successful completion requires a Pass)
- ❖ Math assessment (successful completion requires a minimum of 80%)

11. After being provisionally accepted for readmission, all program admission requirements, as listed below are required for full re-admission

- ❖ Immunizations/titers
- ❖ TB skin tests
- ❖ CPR certification
- ❖ Background checks
- ❖ Student nursing professional liability insurance
- ❖ Record of an active CNA
- ❖ Unencumbered LPN license (Advanced Placement Associate Degree student only)
- ❖ Completion of individualized readmission plan

12. All associated expenses are the responsibility of the student.

Reviewed/Approved 7/20/19

GRADUATION REQUIREMENTS

Purpose:

To be eligible to apply for the nursing licensure and take the National Council Licensure Examination (NCLEX)

A. Successful Achievement of the final semester Student Learning Outcomes.

B. Students have achieved a 75% or higher on all theory course work and a Pass with Satisfactory on all clinicals associated with assigned theory.

C. Successful completion of Microbiology or Nutrition and Diet Therapy with a minimum of a C, if taken concurrently in the program.

D. Students will be required to take a standardized comprehensive assessment exam prior to graduation.

E. Facility provided ID's and parking permits must be returned to the Nursing Program Division.

Reviewed/Approved 7/20/19

Nursing Student Success Plan Guidelines

Student Learning Outcome:

V: Professionalism

Purpose:

To assist students with strategies that support student success academically and professionally.

Procedure:

1. **Set a schedule.** Allow for 3 hours of study time for every credit hour taken each week. (ex: if you are taking 15 credit hours you will need to plan 45 hours of study time each week).

2. **Attend Class**. Sounds like a no brainer, but it can be easy to skip a class now and again, especially when life gets busy. Skipping classes will put you behind and you miss valuable information that is essential to safe nursing practice.

3. **Take notes.** Taking notes will not only keep you more engaged during class, but will also help you narrow down what you need to study when exam time rolls around. It's much easier to reread your notes than to reread your entire textbook!

4**. Ask questions.** You're in class to learn, so don't be afraid to ask for help. Asking questions and using an attitude of inquiry promotes improved understanding of the nursing content.

5. **Study.** Review your material several days ahead of time, in small chunks, and in different manners (ex: writing flashcards, re-writing notes, taking practice tests, studying with another student asking each other questions) don't cram.

6**. Each study time should have a specific goal.** Studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying, set a study session goal.

7. **Find a study group.** Sitting down with your peers is an effective way to go over confusing course material or preparing for an exam. You can quiz each other, reteach material, and make sure that everyone is on the same page. After all, teaching someone else is the best way to learn.

8**. Reduce Distractions.** Everyone gets distracted by something, possibly cell phones, TV, children and family. Figure out where you study the best and commit to that environment.

9. **Limit your work hours**. If you need to work, limit the time to school breaks or weekends.

10. **Taking Care of Yourself is a priority**. Healthy eating, exercising and sleeping are essential to staying healthy throughout the program.

Student Communication and Involvement

Student Learning Outcome

>III: Communication & Collaboration
>V: Professionalism

Students are invited to communicate openly with the staff, faculty and administration of the nursing program and are encouraged to become involved in the WNCC Nursing Program.

-Student Representatives:

>-The Practical Nursing and Associate Degree Nursing cohorts from each campus will choose a student representative/s. The student/s will act as a spokesperson by communicating program concerns or ideas to faculty and/or administration.

-Faculty Meeting minutes:

>-Faculty meetings are held every second Monday of each month. The schedule of faculty meeting minutes can be found under the Blackboard course "PN Orientation" and "AD-N Orientation." Each class representative or any other student is welcome to attend the beginning of the meeting during open discussion. Faculty meeting minutes are available upon request.

-Emergency Contact for Students:

>-Students in clinical may need to be contacted by others. Please inform family and/or significant others that in case of emergency, they are to contact the WNCC campus: WNCC-Sidney (308) 254-7400; WNCC-Alliance (308)763-2000; WNCC-Scottsbluff (308)635-6060. The campus representative will then contact the appropriate clinical instructor in order to convey the message.

-Faculty Office Hours:

>-Each faculty member has office hours each week designated to meet with students. The faculty will indicate available office hours by their office door or within the Course Expectations document. In order to meet with your instructor, please make an appointment. Students are not allowed to enter an instructor's office without permission.

-Professional Communication and Behavior:

-Professional communication and behavior is expected for all interactions while a student is enrolled in the nursing program.

-In the event you have a disagreement or grievance with anyone in the program or college community, it is expected you begin communicating with the person themselves, conducting the interaction in a professional manner. If you are unsatisfied with this outcome, then you can proceed to the next person according to the college hierarchy.

-Technology/Computer Literacy

-It is expected that all nursing students have basic computer skills.

-Students with limited computer skills are encouraged to take basic information technology course.

-BlackBoard will be used as the Learning Management System for every nursing course.

-Email

-Faculty and administration utilize email to relay important information. It is important to check your email daily. Professional communication is expected with email communication.

-Faculty Contact

-Each faculty member will inform students of his/her preferred method of contact. This will be available in the Course Expectations Document.

-Recording Lecture

-If you wish to record an instructor's lecture, you must have his or her permission. No recordings can be shared in any form.

-Communication Form

-These forms can be found within the PN and ADN Program courses. This is one avenue to communicate any questions or concerns about the nursing program. Completed forms may be submitted to the Nursing Program Director. Please problem solve at the lowest level (e.g. student to student, student to faculty).

-Student Grievance

-The procedure for Student Grievance can be found in the 2019-2020 WNCC Handbook or at http://globaldatebooksonline.com/flipbooks/wne/

Reviewed/Approved 7/20/19

WNCC Student Nurse Communication Form

The WNCC Faculty promote positive student/instructor relationships and recognize effective communication is crucial in order to achieve this outcome. Students are encouraged to bring forth any suggestions or concerns regarding the nursing program. Faculty want each student to succeed and welcome feedback, ideas, and/or concerns.

Any student and/or student representative may use this form to submit any ideas or concerns to the Nursing Program Director (NPD). Use the Situation, Background, Assessment and Recommendation (SBAR) format to document your communication. Completed forms may can be submitted to the Nursing Administrative Assistance on any campus. The form will then be sent via interoffice mail to the NPD. If the idea or concern needs to be addressed through a different department, the form will forward on to the appropriate place.

S=Situation	Explain the situation at hand. Example: Skills Competency
B=Background	What is the Background of the situation? Example: Currently, we practice the skill from the book and using ATI resources, then when it is time for check off, we are graded with a checklist.
A=Assessment	What are the priority assessment findings in this situation? Example: Textbook and ATI are excellent resources for Skill procedures There are some discrepancies between these resources More anxiety and confusion leading up to skills check off dates Feeling moderately unprepared
R=Recommendation	What recommendations do you and your classmates have to reach a positive outcome? We recommend : -one resource for the skills -the checklist created based on that resource

	-the checklist given to us prior to check off date – preferably when the skill is first introduced. Is this possible?

Please know that every communication form will be treated respectfully and confidentially. After reviewing the form, appropriate action will be determined to meet the interests of all involved.

Nursing Program Director responding to concern:

_____
_____
_____
_____
_____
_____

_____
Nursing Program Director Signature: _____

Reviewed/Approved 7/20/19 Adapted from Northeastern Community College

Student Representative Role Policy/Procedure

Student Learning Outcome:

   II. Communication and Collaboration
   V: Professionalism

Purpose: To develop structured effective student-faculty communication to promote a positive learning environment.

Procedure:
1. A student representative will be voted in by their classmates at the beginning of the fall semester each year.
2. One student from each cohort will be named as the Student Representative
3. The cohorts include Sidney PN, Sidney Advanced Placement AD-N, Alliance Advanced Placement PN, Alliance AD-N, Scottsbluff PN, Scottsbluff Advanced Placement AD-N, Scottsbluff Traditional AD-N (7 total representatives)
4. All students will be invited and notified of faculty meeting dates and times via the Learning Management System, faculty verbal announcements and posted flyers by classrooms.
5. Each faculty meeting agenda will designate 15 minutes of time for student representatives. This is optional for the student representative
6. When the student representative chooses to come to the meeting, the guidelines below must be followed:
   a. Complete the Student Communication Form (SBAR) based on individual or classmates' concerns, ideas, suggestions prior to attending the faculty meeting
   b. Follow the Expected Behaviors Procedures outlined in the WNCC Nursing Handbook
   c. Present information in a professional manner
   d. Avoid faculty names and specific courses in discussion
   e. Present information in a manner without complaining or placing blame. Rather, prepare with your classmates to constructively evaluate your concern(s) and then effectively communicate this to the faculty
7. The student representatives will be invited to come once per semester to provide feedback on items such as remediation activities, simulation and clinical experiences.

Approved 5/17

Student Smoking Regulation

(WNCC Policy)

Purpose:

WNCC Nursing students are informed of campus smoking policy

Policy:

> The use of tobacco product, both smoking and smokeless, is prohibited in all buildings \
> owned by the College, within all spaces leased by the College, in all College-owned
> vehicles, and all other designated areas. Limited, alternative smoking-permitted areas are
> identified by appropriate signage.

Reviewed/Approved 7/20/19

Nursing Student Support Resources

Student Organizations:

      Student organizations at WNCC may vary from year-to-year in accordance with changes in student interests and needs. Some organizations are primarily social, while others are academic, professional and recreational or service oriented. All formal student organizations are required to
have a constitution that conforms to the educational objectives and administrative regulations of the College. Student Government, Student Senate, and Student Council are the chartering bodies for new organizations. To become officially recognized by the College, new organizations must submit their constitution to the student governing body of the appropriate campus, the Educational Services Council, and the College Council for approval. Any funds collected through the student organizations must be deposited and dispensed through the WNCC Business Office. All students can take advantage of the organizations that meet their own needs and interests.

Computer Access:

      Each campus has a computer lab designated for students

Library Services:

      Librarians are available to help students with research, citation and using library's resources. They can be reached at library @wncc.edu
Scottsbluff – 308-635-6068
Sidney – 308-254-5450
Alliance- 308-763-2000

      The WNCC Library is located on the Scottsbluff campus with a branch location in Alliance Public Library shelves WNCC materials to which the Alliance student have access.

      EBSCO database includes current, peer reviewed nursing and medical journals that will be helpful toward meeting the outcome of Student Learning Outcome IV – Inquiry Based Practice.

Academic Testing & Tutoring:

      Academic Testing & Tutoring Center (AT & TC)
Tutorial services are provided for a variety of subjects.
- (308)635-6070

wncc.edu/academics/learning-resource-center/academic-testing-and-tutoring

Math Center:

The Match Center is available for students who need extra assistance in mathematics. Students may receive help from tutors or use computer programs to provide help in specific areas

Counseling: WNCC Catalog:

The Counseling and Advising Department serves as a comprehensive resource for the personal growth and life skills development of students. Personal counseling is available to students, by appointment, to discuss concerns about school, relationships, parents, gender issues, substance use and abuse, divorce, or other personal issues. An experienced professional counselor offers assistance in a variety pf personal development areas, such as stress management, acquaintance rape education, wellness education, and improved self-image. The counseling director may refer students to appropriate community agencies, which can offer additional assistance, treatment programs, or long-term counseling. Personality and interest inventories are available to facilitate personal growth and understanding. Confidential counseling sessions are scheduled with the licensed professional counselor with no extended waiting period for appointment.

It is often beneficial for persons dealing with similar issues to help each other, which could result in the information of a support group. Support groups are formed at Western Nebraska Community College based upon demand. Students should inform a counselor of ideas of concerns if they wish to join or form a support group. Contact information for counseling services is listed below:
- Counseling-(308) 635-6050

Technical Assistance:

eHelp Center assists students with technical problems using the online services at WNCC. It is located on the Scottsbluff campus, but assistance is available by phone, chat, text. These services are available to Scottsbluff, Sidney, Alliance and all online students.
Libguides.wncc.edu/ehelp

The Online Learning and Services office at WNCC provides support to faculty and students who use the Blackboard Learn system. The library eHelp Center, the computing lab staff, and the Online Learning Office can assist users with learning to use the tools.

Blackboard:

Blackboard Learn is a web based course management system designed to allow students and faculty to participate in classes delivered online.   This enables instructors to provide students with course materials, discussion boards, virtual chat, online quizzes & lectures and more. The MyWNCC Portal provides students with access to their own class schedules, program information, faculty advisor information, degree auditing, mid-term/final grades, and transcript access.

Bookstore:

The campus bookstore is located on the Scottsbluff campus. Textbooks can be ordered online at **bookstore.wncc.edu**

Reviewed/Approved 7/20/19

Western Nebraska Community College
Health Sciences Division
Nursing Program

STATEMENT ON STUDENT POLICIES

1) I have read the policies for the Nursing Program and have had the opportunity to have questions

concerning said policies answered by a representative of Department.

 2) I understand that, as a student in this program, that I have access to this handbook through the

BlackBoard course and the opportunity to print a hard copy. I also understand if I need further

clarification of the policies, I am free to ask the Nursing Program Director and faculty

throughout the year

3) I understand that as a student of Western Nebraska Community College, it is my responsibility

to read and adhere to College policies as identified in the College Catalog and the Nursing

Program Student Handbook.

4) I shall abide by the policies as a student in the program.

5) By signing below, you agree to all these aforementioned statements.

_____
Please print your name

_____
Signature   Date

Reviewed/Approved 7/20/19

Western Nebraska Community College
Health Sciences Division
Nursing Program

STUDENT NON-DISCLOSURE AGREEMENT

Western Nebraska Community College has a legal and ethical responsibility to respect the right to privacy of all individuals and to ensure the confidentiality of their health information.

I understand that as a student of the Health Sciences Division Nursing Program at Western Nebraska Community College, I have a responsibility to maintain the privacy of all individuals and the confidentiality of all health information.

I hereby agree that:
- I will hold confidential all health information I have access to.
- I will use discretion to ensure verbal communication of health information remains confidential.
- I will protect written health information from public and unauthorized access.
- I will only access the records of individuals who are part of an assigned activity.

I understand that the violation of this agreement may result in corrective action, up to and including, dismissal from the current class and preclusion of participation in any future Health Sciences Division nursing programs at Western Nebraska Community College.

_____   _____
Signature of Student   Print Name

_____   _____
Witness   Date

Reviewed/Approved 7/20/19

Western Nebraska Community College
Health Sciences Division
Nursing Program

PROFESSIONAL/ETHICAL BEHAVIOR AGREEMENT

Western Nebraska Community college has a responsibility to ensure that students maintain proper professional/ethical conduct both in classroom and clinical sites.

I understand that as a student of the Health Sciences Division Nursing Program at Western Nebraska Community College, I have a responsibility to maintain professional/ethical behavior in all aspects of the program.

I hereby agree that:
- I will maintain confidentiality of any information read, overheard, or exposed at clinical facilities, including information that is non-related to client care.
- I will maintain confidentiality of any activity that occurs at a clinical facility. **Whatever is said or occurs in a facility stays in the facility.**
- I will maintain integrity.
- I will practice within legal limitations of my role
- I will practice in a respectful nondiscriminatory manner.
- I will demonstrate reliability and dependability.
- I will report chemically unimpaired.
- I will follow the policies and procedures found in the WNCC Nursing Program Student Handbook.

I understand that the violation of any principles of professionalism/ethics may result in corrective action, up to and including, dismissal from the current class and preclusion of participation in any future Health Sciences Division Nursing Program at Western Nebraska Community College.

_____   _____
Signature of Student   Print Name

_____   _____
Witness   Date

Reviewed/Approved 7/20/19

Western Nebraska Community College
Health Sciences Division
Nursing Program

ACADEMIC INTEGRITY AGREEMENT

Purpose:

To promote student academic success for all assignments in the nursing program.

Upon reviewing the WNCC academic integrity statement and watching the RAISE Academic Integrity video, I _____, understand and will comply with Western Nebraska Community College's academic integrity policy and procedure.

Name: _____   Date: _____

Reviewed/Approved 7/20/19

Western Nebraska Community College
Health Sciences Division
Nursing Program

Disclaimer for Filming and Pictures

I _____ understand, that as a student enrolled in Western Nebraska

Community College, there may be times that filming and or photographs will be taken. Upon

signing this agreement I give consent to be either photographed and or filmed for the purpose of

marketing and or learning experiences.

Name: _____   Date: _____

Reviewed/Approved 7/20/19

Western Nebraska Community College
Health Sciences Division
Nursing Program

Student Signature Page

I understand that nursing students must be able to perform certain functional abilities for the delivery of safe, effective nursing care. If a physical and/or mental health condition arises that interferes with my ability to meet the clinical competencies, I must submit a physician's release documenting my ability to meet the clinical competencies before continuing or re-entering the program. Initials: _____

I understand that if the College is unable to make a clinical placement at a scheduled clinical site due to misconduct or as a result of the criminal background check, I may be dismissed from the nursing program. Initials: _____

I understand that if I fail to call or attend clinical, orientation, or a mandated facility training, simulation assignments, observational clinical, I may be dismissed from the program. Initials: _____

I understand that if I do not achieve a 75% course grade and a Pass with Satisfactory with the associated clinical, I will not able to progress in the nursing program. Initials: _____

I understand if I do not follow the policies of the WNCC Nursing Program Student Handbook, I may be dismissed from the program. Initials: _____

I understand if I drop a WNCC nursing course, I will not be able to progress in the nursing program_____

I understand if I violate the Academic Integrity Procedure I may be dismissed from the program. Initials: _____

I understand if I violate the HIPAA procedure I may be dismissed from the program. Initials: _____

I understand if I fail to submit CPR, nursing student liability insurance, background check and immunizations by stated deadline, I may be dismissed from the program. Initials: _____

I have reviewed each policy and procedure in this handbook and understand I am responsible to follow these policies and procedures.

Student Signature: _____

Date: _____
Reviewed/Approved 7/20/19

Glossary of Terms

Artful Patient Care-The art of nursing is generally considered that part of care that is not grounded in scientifically derived or theoretical knowledge. It is viewed as the aspect of patient care that requires personal insight and intuition, gained by individual nurses through practice and experience. (Education Reform Glossary, 2014).

Assessment-the first step of the nursing process, is a systematic method of collecting data about the client, family or community for the purpose of identifying actual and potential health problems. This data is the cornerstone for the development of nursing diagnoses and a nursing plan of care. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Associate Degree Nursing-Allows the graduate to provide client care both interdependently and independently as a nursing professional. Associate degree education emphasizes the commonalities of nursing practice providing for safe, effective care across the life span. In the role as manager of care, the associated degree nurse uses knowledge and understanding of principles of client care management, legal parameters of nursing practice, and roles, responsibilities and skills of members of the health care team. Communication, collaboration, critical thinking and delegation skills are vital in making decisions regarding priorities of care, delegation of specific aspects of care and in directing others to use time resources efficiently. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Caring-Promoting health, healing, and hope in response to the human condition. (National League of Nursing, 2010).

Clinical Reasoning-The process of applying knowledge and expertise to a clinical situation to develop a solution. (Carr, 2004).

Collaboration in Nursing Care-The healthcare team works as a group utilizing individual skills and talents to reach the highest of patient care standards.

Communication- "A process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a 'common understanding' of meaning, intent and use of a message." Paul Leagens

Competency-An expected and measurable level of nursing performance that integrates knowledge, skill, abilities, and judgment that is based on established scientific knowledge and expectations for nursing practice. (American Nurses Association, 2010).

Core Competencies-The discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in schools of nursing to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the

foundation for clinical performance examination s and the validation of practice competence essential for patient safety and quality care. (National League of Nursing, 2010).

Course Outcomes-The expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the attainment of program outcomes. (National League of Nursing, 2010).

Critical Thinking-identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective [Tanner, 2006]. Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research [Craig & Smith, 2007]. (National League of Nursing, 2010).

Culture of Caring-A fundamental part of the nursing profession, characterized by concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. (National League of Nursing, 2010).

Data Collection-The action of collecting discrete entities that are described objectively without interpretation. (American Nurses Association, 2010).

Distance Education-An educational process in which the majority of the instruction occurs when a student and instructor are not in the same place. Instruction may be synchronous or asynchronous. (Accreditation Commission for Education in Nursing, 2014).

Distance Technology-Instructional methods that may include one-way or two-way transmissions, audio, video, the Internet, and/or computer technologies. (Accreditation Commission for Education in Nursing, 2014).

Diversity Concepts-Knowledge about persons, communities, regions, countries, cultures, and ethnicities other than one's own. (Accreditation Commission for Education in Nursing, 2014).

Education-A continual life-long process of learning and development. It enables the student to adapt to new experiences; develop a sense of values; acquire knowledge, skill, attitudes, and self-discipline necessary to function effectively in society. (Western Nebraska Community College Student Handbook, 2015).

Evaluation-The fifth step of the nursing process, is a cognitive activity that completes the nursing process by indicating the degree to which the client's expected outcomes have been met. Students will use this skill in examining appropriate client outcomes and the ability to readjust expected outcomes. (Western Nebraska Community College Nursing Program Student Handbook, 2015).

Evidence-Based Practice-Actions, processes, or methodologies that are grounded in and flow from the translation of substantive and current research. (Accreditation Commission for Education in Nursing, 2014).

Growth and Development-Includes all the changes that take place throughout a person's lifetime. Growth is the measureable attributes of a person's changes in physical dimensions (height, weight, skeletal structure). Development is the person's behavioral adaptation (ability to talk and learn) to the environment. Nursing students will use the nursing process to analyze and generate nursing diagnoses with this data. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Health care system-The complete network of agencies, facilities, and all providers of health care in a specified geographic area. Nursing services are integral to all levels and patterns of care, and nurses form the largest number of providers in a health care system.

Health-A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, color, religion, national origin, sex or gender, age, disability, marital status, military veteran status, sexual orientation, gender expression/identity, or political affiliation. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Healthcare Providers-Individuals with special expertise who provide healthcare services or assistance to patients. They may include nurses, physicians, psychologists, social workers, nutritionists/dietitians, and various therapists. (American Nurses Association, 2010).

Holistic-The culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum. (National League of Nursing, 2010).

Human Being (individual)-A unique ever-changing, physio-changing, and spiritual being motivated by needs arranged in a hierarchy, according to Maslow's Hierarchy of Need. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Inquiry-Based Learning-A term used to describe approaches to learning that are based on a process of self-directed inquiry or research. Students conduct small or large-scale inquiries that enable them to engage actively and creatively with the questions and problems of their discipline, often in collaboration with others. IBL approaches include case-study and problem-based learning (PBL) methods as well as research projects of different kinds. It is a key characteristic of IBL that inquiry tasks facilitate exploration and investigation of issues or scenarios that are open-ended enough for different responses and solutions to be possible (Khan and O´Rourke, 2005).

Integrity-Respecting the dignity and moral wholeness of every person without conditions or limitation. (National League of Nursing, 2010).

Interdisciplinary-Reliant on the overlapping skills and knowledge of each team member and discipline, resulting in synergistic effects where outcomes are enhanced and more comprehensive than the simple aggregation of any team member's individual efforts. (American Nurses Association, 2010).

Life-Long Learning-The provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment.

Maslow's hierarchy of needs-The humanistic psychologist Abraham Maslow's theory of motivation and human needs that believes the lower human needs (such as hunger) must be satisfied before higher needs (such as achievement) will motivate behavior. This hierarchy begins with the physiological needs, progressing to safety, belonging and love, esteem then ending in the need for self-actualization. Satisfying these needs in a consistent manner is necessary for optimal health. Using the hierarchy, the student will establish priorities and aim for optimal wellness when assisting clients meeting their own needs. (Western Nebraska Community College Nursing Program Student Handbook, 2015).

Nursing Actions-Theoretically derived and evidence-based interventions that are intended to protect, promote, and optimize health; prevent illness and injury; alleviate suffering; advocate for individuals, families, communities, and populations; and otherwise produce beneficial outcomes. (National League of Nursing, 2010).

Nursing Education-is the preparation of the student to function as a member of the healthcare team and is based on systematic principles, use of the nursing process, prioritization of patient needs and use of clinical reasoning. Nursing education should provide for continuity and correlation of classroom and laboratory/clinical learning experiences arranged in sequence from the simple to the complex. Nursing education derives from five critical concepts: safety, patient-centered care, communication & collaboration, inquiry-based practice and professionalism. Nursing education should motivate the student to continue personal growth through self-evaluation, service to humanity, and participation in professional community activities. (Accreditation Commission for Education in Nursing, 2014).

Nursing Faculty-Nurses who teach and evaluate nursing students, are academically qualified, and have experience in the content areas in which they teach. (Accreditation Commission for Education in Nursing, 2014).

Nursing Judgment-encompasses three processes: Critical thinking, clinical judgment, and integration of best evidence into practice.

Nursing Practice-The collective professional activities of nurse that are characterized by the interrelations of human responses, theory application, nursing actions, and outcomes. American Nurses Association, 2010).

Nursing Process-A critical thinking model comprising the integration of singular, concurrent actions of these six components: assessment, diagnosis, identification of outcomes, planning, implementation, and evaluation. American Nurses Association, 2010).

Nursing-The profession of nursing is both a science and an art concerned with biophysical, emotional, psychosocial and spiritual needs of individuals and their families. Nursing involves promoting wellness, preventing disease, and caring for and rehabilitating the sick and handicapped through utilization of the nursing process. Students are taught to see clients as individuals with rights and privileges deserving of respect. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Patient-Centered Care-Care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient-centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient though all levels of care. (National League of Nursing, 2010).

Plan of Care-A comprehensive outline of the components that need to be addressed to attain expected outcomes in regards to patient care and safety. (American Nurses Association, 2010).

Practical Nurse-A nurse who has completed a practical nursing program and is licensed by a state to provide routine patient care under the direction of a registered nurse or a physician. (Farlex, 2015).

Preceptor-An academically and experientially qualified nurse who has received formal training to function as a resource and role model for nursing students. (Accreditation Commission for Education in Nursing, 2014).

Program Outcomes-Indicators that reflect the extent to which the purposes of the nursing education unit are achieved and by which program effectiveness is documented. Program outcomes are measurable, consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. Examples include but are not limited to: program completion rates, job placement rates, licensure/certification exam pass rates, graduate satisfaction, and employer satisfaction. (Accreditation Commission for Education in Nursing, 2014).

Public-Any individual or group with an interest in but not directly responsible for the development or delivery of the nursing program (e.g. clients/patients, non-nursing students, non-nursing faculty, healthcare providers, and community residents. (Accreditation Commission for Education in Nursing, 2014).

Quality of Care-The degree to which health services for patients, families, groups, communities, or populations increase the likelihood of desired outcomes, and are consistent with current professional knowledge. American Nurses Association, 2010).

Registered Nurse (RN)-An individual registered or licensed by a state, commonwealth, territory, government, or other regulatory body to practice as a registered nurse. (American Nurses Association, 2010).

Safety-The condition of being free from harm or risk, as a result of prevention and mitigation strategies. (American Nurses Association, 2010).

Scholarship-Activities that facilitate the enhancement of expertise and achievement of the goals and outcomes of the nursing education unit. This may include, but are not limited to: application of knowledge, teaching, service, practice, and research. (Accreditation Commission for Education in Nursing, 2014)

Spirit of Inquiry-A persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations. (National League for Nursing, 2010).

Standards (nursing)-Authoritative statements by which the nursing profession describes the responsibilities for which its practitioners are accountable, the outcomes for which registered nurses are responsible, and by which the quality of practice, service, or education can be evaluated. (American Nurses Association, 2010).

Standards of Practice-The subset of nursing standards that describes a competent level of nursing care as demonstrated by the nursing process that forms the basis for the decision making of registered nurses and that encompasses all significant nursing actions. (American Nurses Association, 2010).

Student Learning Outcomes (SLOs)-Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of a learning experience; characteristics of the student at the completion of a course and/or program. Learning outcomes are measureable, learner-oriented abilities that are consistent with standards of professional practice. (Accreditation Commission for Education in Nursing, 2014).

Student-Centered Education (**learner-centered education**)-Broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience. (Education Reform Glossary, 2014).

Therapeutic-Refers to healing, such as a medicine or therapy that has healing or curative capability for treatment of disease or disability. (Education Reform Glossary, 2014).

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