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Rev. 7/31/14
Introduction

Welcome to WWCC Nursing Program

Mission

The mission of the WWCC Nursing Program is to:

➤ Educate students to become competent, beginning nurses.

➤ Create an environment that facilitates independent learning, critical thinking, mutual respect, and free expression.

➤ Provide access to nursing education throughout southwestern Wyoming.

➤ Design learning experiences to reflect current health care trends, nursing practice, and research.

➤ Cultivate intellectual and personal growth in faculty and students.

➤ Promote student appreciation for lifelong learning to maintain competence and reach maximum potential.

➤ Provide and promote mechanisms for student educational mobility among the levels of nursing.

Rev. 12/17/13

Please read the entire handbook carefully. You will be asked to sign a statement at the end of the handbook that you agree to abide by the policies stated here.
Program Information

Associate Degree in Nursing
The Nursing Program meets the Western Wyoming Community College requirements for an Associate Degree in Nursing. Graduates from the program are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) to become registered nurses. This program is approved by the Wyoming State Board of Nursing. See Appendix D for ways to contact the WSBN.

Advanced Placement Students
Licensed Practical Nurses (LPN) or Graduate Practical Nurses (GPN) may apply to enter the second year of the nursing program as advanced placement students, depending on available space. Advanced placement students must also meet all general education course requirements of the program (see Admission Policies).

Transfer
Students applying for admission by transferring to Western from another program will be considered on an individual basis.
Associate Degree Nursing Program Philosophy

The Nursing faculty subscribes to Western Wyoming Community College’s stated mission, vision, guiding principles, and goals for student success. The professional nurse provides care across the lifespan of diverse patients, families and communities. The health of the community, family and environment shapes the person's health experience; the environment is influenced by a global society. Health is unique to each person and fluctuates across the health-illness continuum. Interactive communication is utilized to construct therapeutic nurse-patient relationships and to promote teamwork to enhance the delivery of safe, patient-centered care. The nurse is devoted to ensure the delivery of safe, culturally sensitive care within the values, ethics, and standards of professional nursing practice.

Nursing students are diverse learners who bring unique perceptions and experiences to an interactive teaching-learning relationship. Nursing students are challenged and supported in the development of critical inquiry, analysis of evidence, independent thinking, and clinical decision making. Faculty strive to role model leadership and excellence in nursing. Open communication, teamwork, and quality are valued and fostered in the preparation and practice of nursing in a dynamic healthcare environment.

Western’s Mission related to curriculum (as found in the College catalog):
Western has developed a curriculum designed to introduce students to multiple modes of intellectual inquiry that are believed to be fundamental to human knowledge and to successful learning. Through the College’s Goals for Student Success, students expand their capacity to solve problems both critically and creatively, to consider multiple perspectives, to retrieve relevant information, to communicate clearly, and to develop life skills that promote health and well-being.

All College courses utilize the Goals for Student Success to identify specific Student Learning Outcomes (Objectives) in course syllabi.

The Nursing curriculum was created by the faculty to correlate with Western’s Goals for Student Success:
- Communicate Competently
- See Issues from Multiple Perspectives
- Develop Life Skills
- Solve Problems
- Retrieve Information

The nursing program has added an additional Goal:
- Apply Therapeutic Nursing Interventions
Description of the Six Goals for the Associate Degree Nurse follows:

**Communicate Competently**
The Associate Degree Nurse (ADN) employs therapeutic communication techniques to foster a caring relationship with clients. These techniques are employed throughout implementation of the nursing process. Included in communicating with clients is effective, creative teaching techniques. The ADN is able to document nursing care according to the standards of the profession and agency requirements. The ADN utilizes appropriate channels of communication when interacting with the health care team and collaborates with colleagues to provide competent care. The ADN will consult with other members of the health care team, including other nurses with more education or experience as well as members of other disciplines.

**See Issues From Multiple Perspectives**
The Associate Degree Nurse (ADN) provides ethically and culturally competent care to clients. Psycho-social dimensions of growth and development, social interaction, spirituality, coping, and end of life issues are addressed in managing client care. The ADN protects client’s rights and practices as an advocate when those rights are denied.

**Develop Life Skills**
The Associate Degree Nurse (ADN) practices within the ethical, legal, regulatory, and professional framework of the discipline of nursing. The ADN values and is committed to professional growth, lifelong learning, and self-development in the process of becoming a competent beginning nurse. The ADN demonstrates flexibility in an ever changing health care environment. The ADN assumes responsibility for personal development to promote high standards of practice. It is essential that the ADN understands the ethical standards and the legal framework for practice: rules and regulations governing the practice of nursing, roles of the professional organizations, political, economic, and societal forces affecting practice.

The Associate Degree Nurse (ADN) demonstrates organization and management in providing care to persons with health care needs. The ADN may delegate aspects of care to appropriate personnel and is accountable for care delegated to other health care team members. To be a competent beginning associate degree nurse, the nurse develops skill in efficient use of time and resources to provide cost-effective care.

**Solve Problems**
The Associate Degree Nurse (ADN) utilizes critical thinking skills to make clinical decisions about client care situations. Decisions are evaluated through logical organization, validation of information, critical examination of assumptions, and analysis of conclusions. To be competent in solving problems the ADN must possess an extensive knowledge base and skills necessary to make decisions regarding priorities of care.
Retrieve Information
The Associate Degree Nurse (ADN) utilizes technology and accurate information to augment intellect. Accessing data bases, nursing research and current nursing literature contribute to the delivery of safe, competent nursing care. Application of nursing research is used to advance nursing practice. The ADN utilizes the language of nursing in communicating.

Apply Therapeutic Nursing Interventions
The Associate Degree Nurse (ADN) applies critical thinking skills to the nursing process to make decisions about client care. The ADN utilizes a broad knowledge base of biological, social, and behavioral sciences to provide safe, effective nursing care. To assure that the ADN is able to make nursing decisions and practice competently, it is essential that the nurse have a broad, current body of knowledge in nursing. The body of nursing knowledge is complimented by understanding pharmacology, pathophysiology and interdisciplinary intervention. The ADN establishes and analyzes a database, identifies health care needs, selects appropriate nursing diagnosis, negotiates goals with the client, plans and implements care in a caring, logical, and creative way, and evaluates if outcomes have been met. The ADN collaborates with the client, family, and members of the health care team to provide safe, effective care to maximize health potential to clients. The ADN demonstrates technical competence in skill performance.
DEFINITIONS

Caring
The faculty of Western Wyoming Community College Nursing Program believe caring is emotional connectedness that motivates the nurse to act. Caring is an interpersonal process that involves humanizing and personalizing the situation, and being present in a meaningful way. The intensity of this experience depends on the sincerity and genuineness of the nurse. Caring is based on values of kindness, concern, and respect for the cultural uniqueness of the client. Caring is focused on the recipient, but the caregiver also benefits, and is therefore a mutually rewarding experience. The caregiver has an obligation to care for self; to be an emotionally healthy person able to care for others. To incorporate caring behaviors into practice, the nurse utilizes “doing for” - actions undertaken for the recipient of care, “doing with” - actions undertaken in collaboration with the recipient of care, “being with” - being present in a meaningful way, and “concern for/concern about” - the genuine response to the needs of self and the recipient of care. These actions are used to guide the caring experience.

Culture
Culture is defined as socially inherited characteristics of a group of people that are transmitted from one generation to the next. Culture is learned and includes values, beliefs, and patterns of social conduct. Culture may shape a person’s way of experiencing health and illness.

Informatics
Informatics is a combination of computer science, information science and nursing science designed to assist in the management and processing of nursing data, information, and knowledge to support the practice of nursing and the delivery of nursing care.
Conceptual Framework

Nursing is the focal point of the Western Nursing program Conceptual Framework. The Nursing faculty believe that nursing is an art and a science and that mastering the art and science of nursing leads to competence. To help the Nursing student achieve competence, the curriculum is organized using the six student-learning outcomes of the Nursing Program. The six student-learning outcomes of the Nursing Program are to: Communicate Competently, See Issues from Multiple Perspectives, Develop Life Skills, Solve Problems, Retrieve Information, and Apply Therapeutic Nursing Interventions.

The Nursing faculty designed the Conceptual Framework map using the shape of a diamond. The main focal point of the conceptual framework is “Nursing” and is placed in the center octagon of the diamond to emphasize that the focus of the curriculum is nursing. The top and bottom points are key locations on the diamond. The top represents the “Student Nurse,” and the bottom represents “Competent Beginning Nurse.” The top of the diamond representing the “Student Nurse” spotlights the recipient of the curriculum. The recipient, or learner, includes the student at each level of the program. Without the learner, there would be no program. The bottom point represents “Competent Beginning Nurse”. The overall purpose of the Nursing Program is to educate the student to become a Competent Beginning Nurse. If the nursing student is able to successfully apply the Art and Science of Nursing, at the expected level, at the end of the three-year nursing program, the achievement of becoming a Competent Beginning AD nurse will be realized.

Since nursing is an art and a science, both these components are shown surrounding the center octagon of nursing on the conceptual framework. The significance of these components encircling the focus of nursing is that the student nurse must be able to apply BOTH the Art and the Science of Nursing to become a Competent Beginning Nurse. The two sides of the diamond, representing the Art and Science with the accompanying six student-learning outcomes, are interconnected by lines that join into the center octagon of “Nursing”. These lines represent the “facets” of the diamond and show that the six student-learning outcomes provide structure for, and give shape to, the curriculum, just as the sides of the diamond give the diamond its structure and shape. The three student-learning outcomes of Communicate Competently, See Issues from Multiple Perspectives, and Develop Life Skills comprise the “art” component of Nursing and are depicted on the left side of the diamond. The three student-learning outcomes of Solve Problems, Retrieve Information, and Apply Therapeutic Nursing Interventions comprise the “science” component of Nursing and are shown on the right side of the conceptual framework diamond. “Nursing Student” and “Beginning Competent Nurse” are also connected to the center octagon of Nursing with facets and illustrate that skillful application by the Nursing student of the Art and Science of Nursing results in becoming a Competent Beginning Nurse.
Each of the six student-learning outcomes has major sub-concepts relevant to nursing that form recurring reference points for organization of curriculum. The major sub-concepts are further divided into more specific sub-categories as follows:

**Communicate Competently**

- **Communicator**
  - Therapeutic Communication
  - Collaboration
  - Documentation
- **Educator**
- **Caring**

**See Issues From Multiple Perspectives**

- **Culture**
  - Rural
  - Family
- **Ethics**
  - Advocate
  - Dilemmas
- **Psycho-Social Dimensions**
  - Growth and Development
  - Social Interaction
  - Spirituality
  - Coping
  - End of Life Issues

**Develop Life Skills**

- **Discipline of Nursing**
  - Accountability
  - Life Long Learning
  - Political Activity
- **Manager**
  - Organization
  - Delegation
  - Cost Effective Care
Solve Problems
  ➤ Critical Thinking in Decision Making
    Challenging Assumptions
  ➤ Prioritize
    Categories of Need

Retrieve Information
  ➤ Research
  ➤ Informatics

Apply Therapeutic Nursing Interventions
  ➤ Nursing Process
  ➤ Pharmacology
  ➤ Pathophysiology
  ➤ Interdisciplinary Intervention

= Major sub-concepts
Specific sub-categories under sub-concepts

The integrated curriculum addresses the six goals as the organizing framework for content. The curriculum progresses from basic to complex. Students begin to use each of the goals at a basic level at the beginning of the program and progress to using the goals in complex situations by completion. Expectations for mastery in each of the student learning outcomes are leveled as the student progresses in the Program. This progression is clearly demonstrated in the theory objectives and clinical evaluation tools for each nursing course.
# Student Learning Outcomes

<table>
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<tr>
<th>End of First Year Learning Outcomes</th>
<th>Associate Degree Learning Outcomes for Student Success</th>
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<tbody>
<tr>
<td>Students who complete the first year of the AD Nursing program will be expected to demonstrate the following outcomes:</td>
<td>Upon graduation the student will be expected to demonstrate the following outcomes:</td>
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### Communicate Competently

The ability to provide accurate information, insightful observations, effective teaching, and caring behaviors.

Evidenced by the following Student Learning Outcomes:

- Utilize varied therapeutic communication techniques.
- Consult with health care experts.
- Recognize conflict.
- Document relevant data when communicating with health care team members.
- Evaluate standardized teaching plans.
- Discuss health promotion concepts to maximize health potential in teaching situations.
- Value caring for self and each other.
- Differentiate caring and competence.

- Modify therapeutic communication techniques.
- Employ enhanced communication techniques.
- Demonstrate active dialogue with health care experts.
- Practice assertive communication skills with "difficult people" to resolve conflict.
- Document nursing care provided based on standards of care, outcomes, reimbursement.
- Design effective creative teaching techniques for complex clients or small groups.
- Discuss teaching strategies to increase compliance.
- Analyze own unique caring practice.
### End of First Year Learning Outcomes

Students who complete the first year of the AD Nursing program will be expected to demonstrate the following outcomes:

#### See Issues from Multiple Perspectives

The ability to provide culturally and ethically competent nursing care to a variety of individuals.

Evidenced by the following Student Learning Outcomes

- Examine the influence of culture on the clients’ health.
- Examine mental health issues in the rural culture that are affected by bias/prejudice.
- Begin to identify own assumptions/bias.
- Apply growth and development theories to family units.
- Examine current trends in the American family.
- Assess families as care givers.
- Practice assertive communication techniques in protecting client's rights.
- Acknowledge the impaired nurse from a legal/ethical perspective.
- Discuss evidence of prejudice/bias in clinical settings.
- Identify growth and development theories.
- Consider psychosocial needs of clients within the health care continuum addressing:
  - a. growth & development
  - b. social interaction
  - c. spirituality
  - d. coping
  - e. end of life issues

### Associate Degree Learning Outcomes for Student Success

Upon graduation the student will be expected to demonstrate the following outcomes:

- Explore the concept of hardiness.
- Explain how family structure and patterns of functioning affect clients.
- Support families as care givers.
- Incorporate multiple techniques to practice the advocacy role.
- Generate a pro-active plan to address ethical dilemmas.
- Explore how nurses can assist clients to meet their needs related to:
  - a. growth & development
  - b. social interaction
  - c. spirituality
  - d. coping
  - e. end of life issues
- Explore how nurse managers can create a culture that promotes psycho-social nursing care.
### End of First Year Outcomes

Students who complete the first year of the AD Nursing program will be expected to demonstrate the following outcomes:

<table>
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<th>Develop Life Skills</th>
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<tr>
<td>The ability to practice within an ethical and legal framework of the discipline of nursing.</td>
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Evidenced by the following Student Learning Outcomes:

- Discuss practicing within the scope of nursing according to the Nurse Practice Act.
- Demonstrate lifelong learning (curiosity, preparedness, thorough investigation, changing decisions based on changing knowledge).
- Discuss the role of politics in nursing.
- Examine different management styles applicable to health care settings.
- Differentiate reimbursement methods for health care.
- Examine differences in prospective payment plans.
- Discuss the five rights of delegation.
- Discuss examples of appropriate delegation.
- Explain how failure to delegate impacts the RN/employer.
- Differentiate assignment and delegation.

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<th>Solve Problems</th>
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<td>The ability to demonstrate reflective thinking in which ideas and concepts are applied logically and creatively to make client care decisions</td>
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Evidenced by the following Student Learning Outcomes:

- Apply rational problem solving skills when discussing the plan of care.
- Identify own assumptions that affect decision-making.
- Consistently address priority of needs.
- Discuss ways to make competent decisions with minimal assistance.
- Examine the skill of intuition in providing nursing care/clinical judgment.
- Consistently challenge assumptions.
- Consistently address priority needs.
## End of First Year Outcomes
Students who complete the first year of the AD Nursing program will be expected to demonstrate the following outcomes:

## Associate Degree Outcomes for Student Success
Upon graduation the student will be expected to demonstrate the following outcomes:

### Retrieve Information
The ability to utilize technology and accurate information to augment human intellect.

**Evidenced by the following Student Learning Outcomes:**

- Differentiate nursing research versus non-research articles.
- Read a research article with understanding of its basic components.
- Recognize role of research in establishing protocols.
- Develop skill in accessing Internet resources for nursing.
- Use the language of the profession of nursing.

- Incorporate Evidence Based Practice.
- Competent in retrieving data from definitive reliable sources including experts.
- Expertly use the language of the profession of nursing.

### Apply Therapeutic Nursing Interventions
The ability to provide safe, competent care utilizing both the art and science of nursing.

**Evidenced by the following Student Learning Outcomes:**

- Discuss/Practice components of physical assessment.
- Practice utilizing varied interview skills to gather data.
- Consistently phrase prioritized nursing diagnoses correctly based on assessment findings.
- Prioritize client health problems based on assessment findings.
- Establish realistic outcomes.
- Develop appropriate, specific, creative, individualized nursing interventions.
- Evaluate attainment of outcomes for clients.
- Discuss application of nursing principles of pharmacology for safe medication administration including action, adverse action, teaching, monitoring, and rationale.
- Correlate basic pathophysiology with disease process.
- Integrate the usual interdisciplinary interventions with nursing interventions.

- Discuss focused assessment techniques.
- Practice utilizing varied interview skills to establish a comprehensive data base.
- Consistently develop comprehensive nursing diagnoses.
- Consistently prioritize client health problems based on comprehensive assessment data.
- Consistently develop realistic outcomes based on comprehensive assessment findings.
- Consistently develop appropriate, specific, creative, individualized nursing interventions.
- Consistently evaluate attainment of outcomes.
- Discuss application of nursing principles of pharmacology for safe medication administration including action, adverse action, teaching, monitoring, and rationale.
- Competently integrate extensive knowledge of pathophysiology, pharmacology, and assessment.
- Competently incorporate interdisciplinary interventions with nursing interventions.
Opportunities for Student Participation in Nursing Program

1. Student input is highly valued by the faculty. Program improvement is evident when students provide honest appraisal of their learning experiences. The faculty values assertive communication. Student problems and concerns should follow the chain of command. When a problem occurs, the student should go to the instructor first, then to the Director of the Program. Students should feel free to make an appointment with the Director of the Program to discuss issues whenever necessary.

2. Students are represented at the Faculty meetings. Any student is welcome to attend. Date and time of the meeting will be set by the faculty with students' schedules in mind.

3. Student representatives are requested for the Nursing Program Advisory Board meeting. The Advisory Board is made up of representatives from clinical agencies, former graduates and community persons. This committee meets bi-annually in the Fall and Spring.

4. At the end of each course students have an opportunity to evaluate their instructors, and both theory and clinical course components. Information is returned to the department in an anonymous format. Student suggestions for improving the course are taken into account through the Systematic Evaluation Plan.

5. At the end of each year students have the opportunity and responsibility to evaluate their learning experience in the overall program. This information is also used for Program changes through the Systematic Evaluation Plan.
Program Expenses

Nursing students taking twelve (12) or more credits per semester pay full college tuition costs. Part-time students’ tuition fees are based on a cost per credit hour. See college catalogue for exact costs.

Approximate Program Expenses

Prior to admission
- MMR, TB, Hepatitis B, Varicella, Tdap, Health Care Provider CPR, Background Check, Physical Exam: Varies
- ATI software package each semester: $200.00

First Year
- Fees: $140.00
- Books (nursing only): 1350.00
- Uniforms and shoes: 200.00
- Stethoscope: 30 - 50.00
- Bandage scissors: 5.00
- Out of town experiences: Varies
- Drug Screen: Varies

Second Year
- Fees: $234.00
- Books: 300.00
- RN Graduation Pin (Optional): 100.00
- Out of town experiences: Varies

State Licensure
- Application to take NCLEX Exam: $200.00
- Examination fee (license): 130.00
- Background check: 60.00

All expenses listed above are approximate and subject to change.

Tuition Refund:
Should a student officially withdraw from the program prior to completion, a portion of the tuition for that semester may be refunded according to the timetable established in the College catalogue. Fees and other costs are not refundable. (See college catalog.)

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Student Support Services

A complete description of student services is listed in the College catalog. Student services of particular interest to Nursing students are highlighted below.

All of these departments are accessible via e-mail and phone. A representative from the department will travel to outreach sites upon request.

1. **Student Advising:** Each student who has declared Nursing as a major is assigned an advisor from the Nursing Faculty. The advisor is available for academic counseling and can assist nursing students in schedule planning, program requirements, or other academic concerns. Office hours are posted on the advisors' doors so that students may contact their advisors easily. Nursing faculty phone numbers and email addresses can be found on the syllabus and the Western Nursing web page.

2. **Financial Aid:** There are several options for financial assistance available to nursing students. Students and applicants interested in financial help should contact the Financial Aid Office as soon as possible. The priority application deadline for fall semester assistance is usually April 1st of each year. Assistance may become available second semester so applicants should make contact at any time.

3. **Support, Disability, and Counseling Center:** Full-time counselors offer individual assistance to students with personal concerns that impact school and work success, help minimize obstacles to student success, and offer assistance in educational planning and career goals.

   Students with documented disabilities may qualify for reasonable accommodations. To obtain services, students who believe they qualify should contact the Disability Support Services program.

4. **College Learning Center:** The College Learning Center offers special help in many areas of study including math, reading, and study skills. There are auto-tutorial learning programs and staff to provide assistance.

5. **Library:** Nursing books, journals, and data bases are accessible for references. DVDs are also available to enhance student learning. Library staff is available for orientation to the library resources.
Children's Center:

**Rock Springs:** An excellent children's center is available for credit students at a nominal fee. The Center is open whenever school is in session. Nursing students may be able to make special arrangements for clinicals after contacting the director of the Children’s Center. Number of hours of child care allotted to each student depends upon the number of credits for which the student is registered. This service is available only on the Rock Springs campus.

7. **Bookstore:** The bookstore is centrally located and very convenient for course textbooks and all school supplies. Students may order books online or by telephone and they will be shipped.

8. **Peer Tutor Center:** Depending on availability of peer tutors, help can be obtained in general education and nursing courses in Evanston, Rawlins, and Rock Springs. Peer tutoring may be available face to face or via distance. Part-time jobs as tutors may be available also.

9. **ACE-IT Center:** The ACE-IT (Advising, Career, Employment, Internships, Transferring) Center provides an effective advising system by educating and empowering students to make informed and responsible decisions about their academic futures. Their Student Success Advisors will assist students in identifying their academic interests and selecting a major, as well as determining a career path and transferring to a four-year institution.
Attendance/Preparation/Punctuality Policies

ATTENDANCE
Attendance is expected. Absence from exams, class, check-off, or clinical will incur consequences. Consequences will be waived if a student is unable to physically attend due to any of the following:

- Road closure or no unnecessary travel advisories
- Jury duty
- Unplanned hospitalization of the student or spouse, parent, or child
- Military service as outlined in WWCC policies

Consequences will also be waived for the funeral of a first degree relative. First degree relatives include: husband, wife, children, parents (including step-parents), legal guardians, grandparents (including grandparents of a spouse and step-grandparents), grandchildren and their spouses; siblings and step-siblings, father-in-law, mother-in-law, brother-in-law, sister-in-law, daughter-in-law, aunt, uncle, niece or nephew of the student or of his/her spouse.

Consequences will be incurred under other circumstances including but not limited to: student illness, family member illness, childcare problems, transportation problems, etc. Students are encouraged to use good judgment about their health and safety and protection of the health and safety of patients and others when deciding whether or not to attend.

ABSENCE CONSEQUENCES

Testing:
- 10% of the total possible points will be deducted.
- Make up tests must be arranged with instructor.

Problem-Based Learning:
- PBL points will be forfeited proportionate to the number of sessions in the case. For example, if the case is scheduled over 5 days, 20% of the possible PBL points for that case will be deducted for each day the student is absent.
- Students are expected to provide previously assigned learning issues to the PBL group and prepare newly assigned learning issues for a missed PBL session if possible
- In the event of extended absenteeism, the instructor will determine appropriate make up.
- As determined by the faculty, absences that impair a student’s ability to be a safe, competent beginning nurse may result in implementation of the Professional Performance Policy.
Clinical:

- Absences from clinical will be made up at the discretion of the instructor. Additional assignments may be required.
- Students who are absent for more than 16 hours in a semester the first year and 24 hours in a semester the second year may be unable to meet clinical objectives. When it is the consensus of the faculty that a student is not able to satisfactorily complete the objectives due to excessive absences, the student may be dismissed from the program.
- Students who are unable to attend clinical are responsible for contacting the clinical agency prior to the beginning of the clinical experience.
- Students who are banned from a clinical site may be dismissed from the program if reasonable accommodations cannot be made for alternate, comparable clinical experiences. The student transcript will indicate withdrawal from the course.

Lab:

- Students who arrive late or are absent for mandatory lab or scheduled check off will be required to reschedule at the discretion of the lab instructor. Being late or absent will count as one of the three check off opportunities. Additional assignments may be required. Being late or absent for mandatory lab for scheduled check off a second time will result in implementation of the Professional Performance Policy. When it is the consensus of the faculty that making up check off is not possible, the student may be dismissed from the program.

CLINICAL PREPARATION POLICY

- Students who arrive unprepared will earn a “0” for Discipline of Nursing on the clinical evaluation tool and the Clinical Performance Policy will be implemented. At the discretion of the clinical instructor, if the student can adequately prepare at that time and not compromise patient care, the student will be allowed to remain for clinical. If the student is unprepared and cannot adequately prepare at that time and may compromise patient care, the student will be dismissed from clinical and will be considered absent. Arriving unprepared for clinical twice will result in implementation of the Professional Performance Policy.

PATTERN OF BEHAVIOR

- If a faculty member identifies a pattern of lack of accountability, the Professional Performance Policy will be implemented.
PUNCTUALITY CONSEQUENCES

Testing:
➢ A student is considered absent for the exam if the student is not at the testing site at the scheduled starting time of the exam.

Problem Based Learning:
➢ 10% of the total possible points will be deducted from PBL points for each day tardy.

Assignments:
➢ 10% of the total possible points will be deducted daily on any late assignment (written, presentation, e-mail, etc.).
➢ Students who fail to turn in clinical assignments (care plan, documentation, clinical evaluation tool) will earn a “0” for Discipline of Nursing on the clinical evaluation tool. The Clinical Performance Policy will be enacted.
➢ All course assignments must be completed. The student transcript will reflect an “incomplete” for the course until every assignment is completed.

Clinical:
➢ Students who arrive after the scheduled start of clinical will earn a “0” for Discipline of Nursing on the clinical evaluation tool and the Clinical Performance Policy will be implemented. At the discretion of the clinical instructor, if the student can care for the patient at that time and not compromise patient care, the student will be allowed to remain for clinical. If the student is not permitted to stay, the student will be considered absent. Arriving late for clinical twice will result in implementation of the Professional Performance Policy.

Classroom Etiquette: Students are expected to be respectful of the learning environment. This includes having respect for themselves, peers, and the facilitator. Distractions must be kept at a minimum. Cell phone usage, including texting, is not permitted during class time. Children are not permitted to attend class with students at any venue utilized for education. When students attend class via distance modalities, the expectation for minimization of distractions remains the same. Facilitators may request students who are distracting from the learning environment to leave the classroom for that day and grade deductions outlined in the attendance policy will be enforced.

Cell phones are to be turned off and stowed during class, lab, and clinical.
Nursing Academic Policies

Course Work, Grading and Progression in the Program

1. Letter grades are given in nursing courses according to the following grading scale: 90-100% = A; 80-89% = B; 75-79% = C; 60-74% = D; Below 60% = F. Course grades will NOT be rounded up.

2. Students who have failed any portion of the program – theory, lab, or clinical – will be dismissed from the program at that time.

3. In nursing courses that contain a clinical experience as part of the course, the grading of the clinical component is on a pass-fail basis. A student must meet clinical objectives at a satisfactory level in order to receive a passing grade in the nursing course. A student who fails clinically will receive a “U” for the lab portion and will receive an “F” for the theory portion of the course on the transcript. A student who fails the theory portion of the course will receive a “D” or “F” for the theory portion of the course and will receive a “U” for the clinical portion of the course on the transcript.

4. Students will be given midterm grades only if their exam score average is a "D" or a "F."

5. Students will be required to meet with the facilitator if they fail an exam. The facilitator will determine remediation on a case by case basis.

6. A grade of "C" or better must be maintained in all nursing courses in order for a student to progress from one semester to the next.

7. A student receiving a semester grade of "D" or "F" in any of the required general education courses must retake the course and earn a "C" or better before the associate’s degree is granted.

8. Withdrawal from a required course may adversely affect the student's progress through the program. Therefore, students should consult their advisor before they withdraw from required general education courses.

9. Students who wish to re-enter the program at a later time after withdrawal or failure must reapply for admission in writing to the program at least 45 days before the end of the semester prior to desired return. Returning students may be required to demonstrate abilities via academic testing or proficiency demonstration. Students who have withdrawn or failed will be considered AFTER available slots have been filled by qualified continuing students and qualified advanced placement students. Students will be admitted on a space available basis.
10. A student in good standing who leaves the program for health related or emergency reasons may be readmitted ahead of Advanced Placement, transfer students, or students who have withdrawn or failed and are seeking readmission. Students must follow the college policy for withdrawal for ‘medical reasons.’ This includes a written request from the student, a doctor’s excuse, and approval from the Registrar (See WWCC catalog Academic Policies/Dropping Courses). Readmission is based on available space. Faculty will decide if these students need to demonstrate competency.

11. Students who have failed to maintain the legal, ethical, regulatory, or safety requirements of the program may be ineligible for readmission to the program. Students who fail any WWCC nursing course twice will be ineligible for readmission to the ADN program.

12. The faculty of the Nursing Program are here to help each student be successful. Feel free to make appointments with instructors regarding academic problems. Office hours are maintained by all faculty. Students are encouraged to discuss their progress in the course with instructors on a regular basis. Conferences may be initiated by either the instructor or student in the interest of improving student performance at any time during the semester. Students are encouraged to approach instructors during their office hours. Students are encouraged to keep records of their grades as each semester progresses. Students are encouraged to monitor their grades via Blackboard.

13. Specific information on theory and clinical grading can be found in the syllabus of each course.

14. Students who will be graduating will be required to participate in the college wide assessment plan. Students will be oriented to the WWCC student portfolio to meet this requirement.

15. Exit Exam Policy: The faculty have developed an Exit Exam Policy to ensure students are adequately prepared for the licensure exam. The policy follows:
Western’s Nursing Program Exit Exam Policy

Nursing IV students will take the ATI Comprehensive Predictor Exam in April. The exam will be proctored. Students must test at the assigned time.

- Students earning 97% predicted probability of passing the NCLEX are excused from the final exam and awarded 100 points for the final exam.
- Students earning below 97% predicted probability of passing the NCLEX will be required to:
  - complete the ATI focused remediation.
  - take a second ATI Comprehensive Predictor Exam in May.
- Students who do not complete the ATI focused remediation prior to the second predictor exam may be dismissed from the program.
- Students earning 97% predicted probability of passing the NCLEX on the second predictor exam are excused from the final exam and awarded 90 points for the final exam.
  - Students may opt to take the final exam and use the highest score - actual final or 90 points from ATI Predictor exam.
- Students earning below 97% predicted probability of passing the NCLEX will be required to take the final.
- Students earning below 90% predicted probability of passing the NCLEX on the second predictor exam will be required to take the ATI review course.
  - Students are responsible for all costs incurred with the review course.
  - Students who do not complete the review course prior to Pinning or graduation may still participate in these activities given all other college requirements are met.
  - Once the student has completed the review course, the student’s name can be submitted to sit for the NCLEX upon recommendation of the director.

(Rev. 2/27/12)

Evaluation of Exam Questions Policy

- Mis-keyed questions will be corrected immediately with the appropriate points either subtracted or added to the exam score.
- The instructor identifying a mis-keyed question will correct it on Blackboard and notify the other faculty.
- If the faculty determine a question is dubious, faculty will decide by consensus at the end of the semester whether or not that question will be eliminated from the exam and one point added to all students’ scores.
- If a student believes a question is dubious, they can bring their concern to the faculty member. The faculty member will bring it to the faculty using the process noted above.
- The deadline to determine if a question from a case exam will be deleted is two working days prior to the final exam.
- The deadline to determine if a question from the final is deleted is one working day before final grades are submitted.
- Students can have access to exam statistics during post-exam reviews with instructor.
Western’s Nursing Program Cheating Policy

PBL is designed to foster independent practitioners who are confident in their knowledge base. The PBL process is based on a "need to know" philosophy. Prior knowledge of PBL case specifics erodes a group's "need to know" and impairs the process at every turn. Where there is no "need to know" there is no need to question, to hypothesize, to reason, to explore, or to decide. There is no reason to compare group members’ thinking or to define gaps in knowledge. Students are deprived of the very essence of this program which compromises both their chances for success in the program and their capabilities in practice to become competent, beginning nurses.

The WWCC Nursing Department abides by the college wide policy regarding cheating. In an effort to clarify the parameters of cheating for students and faculty, the following statements have been developed:

1. Sharing specific PBL case material is considered cheating prior to a student’s exposure to that material in the course of their PBL experience. This prohibition refers to any case content, case objectives, test questions, or prepared learning issues provided verbally or in writing by current or former students.

2. It is appropriate for students to share useful, reliable resources and sources of information such as textbooks, web sites, or experts.

10/25/06
Western’s Nursing Program Performance Policies

The nursing program has developed two performance policies. One addresses clinical performance, the other addresses professional performance.

Nursing students are expected to abide by the Professional Performance Policy in all areas of the nursing program. This includes classroom, laboratory, and clinical experiences.

Professional Performance Policy
(See WWCC Nursing Program Performance Policies flowsheet, page 33.)

Students accepted in the nursing program are expected to demonstrate responsibility and accountability as members of the profession of nursing. All students are expected to abide by the following standards.

As a Western Wyoming Community College nursing student, I will:

✓ Comply with clinical agency policies.
✓ Refrain from smoking at ANY clinical agency.
✓ Assume responsibility for my own learning, given guidance by the faculty.
✓ Utilize constructive feedback to improve performance.
✓ Evaluate myself in regard to clinical and personal goals, and progression toward becoming a competent, beginning nurse.
✓ Demonstrate respect toward clients/families, peers, faculty, staff, and others, regardless of race, color, national origin, ethnicity, lifestyle, health, age, or gender.
✓ Observe all institutional, ethical, and legal standards regarding confidentiality when dealing with clients/families, their records, and all information relating to them and their care.
✓ Perform skills in the clinical setting only after being educated, checked-off in the skills lab, and supervised by instructor until instructor gives permission to perform independently.
✓ Maintain professional boundaries including appropriate sexual behavior with clients, clients’ families, and other professionals.
✓ Abide by WWCC Student Nurse Substance Abuse Policy.
✓ Abide by the Nurse Practice Act and Rules and Regulations section on the Standards of Practice. (Available on line from WSBN web site)

✓ Practice within the professional, ethical, legal, and regulatory boundaries of the profession.

✓ Some examples of professional, ethical, legal, and regulatory practice in any setting includes but is not limited to the following:

a. Safeguard the client’s dignity and right to privacy.

b. Be physically and psychologically fit while providing care.

c. Safeguard the physical and/or psycho-social welfare of the client, client’s families, colleagues, and faculty.

d. Properly notify appropriate personnel before leaving the nursing assignment.

e. Abstain from verbal or physical abuse of clients and/or causing psychological harm.

f. Abstain from falsifying client records, cheating, lying, stealing, or other dishonest acts.

g. Practice client/family confidentiality at all times.

Failure to adhere to the standards above will result in initiating the Professional Performance Policy. Students who are dismissed are informed of the option for grievance. Students who are dismissed will receive an “F” on their transcript and “U” for the lab. Students can refer to the WWCC catalog "Students Right of Due Process" for the policy.
WESTERN’S NURSING PROGRAM
Clinical Dress Code Guidelines

- Name tag.
- Watch with a second hand.
- White uniform tops and black uniform bottoms. Scrubs are acceptable. T-shirts/jeans are not acceptable.
- Lab coats are acceptable over uniforms or over professional dress.
- Uniforms must meet professional standards of clinical agencies:
  - Clean and unwrinkled, Opaque fabric,
  - Skirts at knee level or below, Slits in skirts at knee level or below
  - Midriff covered, No cleavage visible
  - No writing or symbols that show through uniform
  - No sweatshirts, tank tops, sleeveless shirts, denim, or shorts
- Professional standards as above apply to professional dress with or without lab coat
- All white or all black shoes, clogs are permissible. No open toes, no sandals - including pre-clinical.
- All white socks or white hose.
- Only one wedding band without stones or with recessed stones and no projections.
- One pair of post earrings in the lower lobes only.
- No pierced nose or tongue rings or other visible body piercing jewelry.
- No necklaces and no bracelets. (Unless it is a Medical Alert)
- All visible tattoos have to be covered in the clinical settings.
- No long or fake nails. Nails should not extend beyond fingertips. Nail polish must be clear or none.
- Hair that is shoulder length or longer must be up and off collar, and must not hang into face or over client while providing care.
- No perfume/aftershave/cologne or noticeable scented lotions or other products.
- Clean and free of any offensive odors, including cigarette odor.
- No unnatural hair colors or party colors.
- No gum chewing.

Rev. 07/27/11
WESTERN’S NURSING PROGRAM
Clinical Performance Policy
(See WWCC Nursing Program Performance Policies flowsheet, page 31.)

The clinical performance policy is based on the student’s clinical performance. The flowsheet depicts the actions taken when students meet the objectives and when they do not meet the objectives.

Clinical Evaluation
Numerical Rating

1 = Independent -- Performance is safe, accurate, proficient, coordinated, with minimal verbal and physical cues, focuses on client. Minimal anxiety. Has met the goal at a very high, accomplished level.

0.5 = Not independent yet -- Performance is safe, skillful in some aspects, frequent verbal and occasional physical cues needed, focuses more on skill than client. Moderately anxious. The student has the ability to become independent with guidance from the faculty and more experience to practice.

0 = Dependent -- Performance would not have been safe if performed alone, unskilled and inefficient, continuous verbal and frequent physical cues needed, focus is on skill and self. Extremely anxious. Student requires intervention from the faculty to improve.

Students must meet all critical elements with "1" or “0.5" by the end of the semester to pass clinical.

The nurse is devoted to ensure the delivery of safe, culturally sensitive care within the values, ethics, and standards of professional nursing practice. Nursing students are diverse learners who bring unique perceptions and experiences to an interactive teaching-learning relationship. Nursing students are challenged and supported in the development of critical inquiry, analysis of evidence, independent thinking, and clinical decision making. Faculty strive to role model leadership and excellence in nursing. Open communication, teamwork, and quality are valued and fostered in the preparation and practice of nursing in a dynamic healthcare environment.

The purpose of the clinical evaluation tool is to assist the student and faculty in assessing the learner's ongoing progress in the clinical area. Students will self evaluate their performance along with faculty. Self-evaluation is a critical skill necessary for competent practice. Faculty have an obligation to provide constructive feedback from learning experiences. Nursing faculty highly value the learning that takes place in the clinical setting. Clinical experience gives the student the opportunity to apply nursing theory and develop competence in achieving the six student learning outcomes of the nursing program. Since learning is an active, continuous process, the faculty realize the student may not always be independent. When this occurs, the faculty’s role is to facilitate learning experiences to enable students to obtain independence.
Explanation of Evaluation Tool
The clinical evaluation tool is based on the six student learning outcomes of the nursing program. Each goal has critical elements identified by an asterisk (*). Below each critical element are behavioral cues to help the student identify expectations in the clinical setting. A "1" indicates the student has met the objective at a very high, accomplished level. A "0.5" in a critical element indicates a student has not achieved the behaviors yet. A “0.5” indicates the student has abilities to achieve a "1" on his/her own with guidance and support from the faculty and more experience to practice. The student must earn a “1” or “0.5” in all critical elements to pass the clinical portion of the course. Whenever a student receives a “0” in a critical element the clinical performance policy will be implemented. (See WWCC Nursing Program Clinical Performance Policy) A student who earns a “0” in a critical element by the end of the semester will not pass the course.

Instructions for Use of Evaluation Tool
Weekly
Students are to self-evaluate each critical element with a numerical rating "1," "0.5," or "0" at the end of each week/experience to assist them in identifying their own strengths and areas for growth and to take initiative to further their learning. Faculty will evaluate students at the end of each week/experience using the same indicators. Brief written comments may be provided by the student or faculty below the Student & Instructor columns if needed.

End of Rotation
At the end of the clinical rotation (may be several weeks) students will self-evaluate in a summary statement on the space provided at the end of the tool in addition to the numerical, weekly rating. Faculty will also provide a numerical rating and summary statement in the space provided.

End of Semester
At the end of the semester, the faculty member who had the student in the last experience will review the clinical evaluation to assure the student has achieved "1" or “0.5” in all objectives. A summary statement will be written that indicates the student status.

This evaluation tool will not be used in observation or preceptor experiences.

- Some objectives may not apply in selected clinical experiences. They will be indicated by NA (not applicable) or NO (no opportunity).
- Students who practice in an unsafe, unprofessional, illegal, or unethical manner will have the WWCC Nursing Program Professional Performance Policy implemented.
**Clinical Performance Policy**

- Student receives weekly feedback on clinical objectives.
  - Student does not meet one or more critical elements.
    - Student and instructor develop plan for improvement. Director may also participate.
      - Feedback continued.
        - Still does not meet one or more critical elements by end of clinical contract.
          - Student fails clinical. Student fails course.
            - Student informed of option for grievance.
        - Meets all critical elements by end of clinical contract.
          - Student passes clinical.
            - Student continues in program.
  - Meets critical elements every week at satisfactory level.
    - Verbal feedback provided.
      - Written feedback provided at end of each clinical rotation.
        - Written evaluation at end of clinical contract.
          - Student passes clinical.
            - Student continues in program.

**Professional Performance Policy**

- Student violates standards of professional performance.
  - Faculty member convenes meeting of director, student, and a minimum of two faculty members.
    - Faculty presents perspective of events. Student presents perspective of events.
      - Faculty and director make decision based on presentations.
        - Decision is made to dismiss from program.
          - Requires plan for correction.
            - Feedback given. No action needed.
        - Student does not continue in program.
          - Student continues in program.
            - Student informed of option for grievance.
Clinical Policies

These requirements must be completed BEFORE going to any clinical area. Please be sure to have a complete file at the beginning of each academic year.

✔ Physical exam -- Students are required to have a physical examination no more than six months prior to entering the program.

✔ Immunizations -- Students must have proof of immunity or proof of immunization for Measles, Mumps, Rubella (MMR), Tdap, and varicella. A TB test must be taken annually. Hepatitis B vaccine (HBV) is highly recommended and must be obtained at the student's expense. Students will be required to sign a waiver if they choose not to receive the HBV vaccine. Influenza vaccination yearly is strongly recommended.

✔ CPR -- The student must have current CPR (Health Care Provider or Professional Rescuer) certification before entering the clinical setting and throughout the program. Students need health care provider CPR certification that includes two-person CPR for various ages. The college and several city agencies offer courses periodically.

✔ Agency Orientation -- Students must participate in yearly in-service required by facilities on their own time. Information will be provided in advance. This is an OSHA requirement for all faculty and students who provide care within the agency.

✔ Drug Screen - Students will participate in drug screening after admission to the program. Arrangements will be made early in the program. In the event of a positive drug screen, the student will have three options.
   1. Students receiving a positive screen for a properly prescribed and utilized medication may provide appropriate statement from their health care provider affirming that the medication was obtained legitimately. The nursing faculty, in conjunction with the primary care provider, will determine if the student is safe to practice in the clinical setting.
   2. The student may choose to withdraw from the program.
   3. A follow up drug screen will be conducted including, at a minimum, a high performance liquid chromatography screening, to eliminate false positives. The follow up drug screen must be done on the previously collected urine sample. The cost of the follow up drug screen remains the responsibility of the student. The student will not be allowed to attend clinical until the follow up screen has been completed. A negative result in the follow up drug screen allows the student to continue in the program. A continued positive screen will result in dismissal from the Nursing Program. Students may then utilize the Grievance Policy - refer to the College Catalog.
If an agency has additional requirements, the student will need to meet those requirements or choose another contracted facility for that clinical experience. The WWCC Nursing Program may add requirements as needed.

**Background screening** - Students who are screened as having a history of crimes against persons or DCI criminal history will be evaluated on an individual basis by the Nursing Director. The criteria for making the decision will be based on the question, “Does this previous behavior pose a threat to patients or the institution?” The Director may contact the Wyoming State Board of Nursing for help in making a determination. A student who has received recommendation for a complete criminal history background check will be contacted by the Director for clarification of the issues. If the student is perceived to pose a threat, they will be dismissed from the program.

**Professional Liability Insurance**
Professional liability insurance is automatically included for students in the nursing program.

**Student Health**

- **Accident Insurance** -- The college has accident insurance up to $1500 for all full-time students. Students who are enrolled in the college with less than 12 credit hours are not covered under this college policy. Students are advised to carry their own health insurance. The cost of medical or emergency treatment for injuries incurred during clinical experiences is neither the responsibility of the clinical agency nor WWCC.

- **Exposure Plan: Blood borne pathogens** -- All health care workers are expected to use universal precaution practices at all times in caring for others. In the event that an exposure occurs, it is recommended that the student:
  a. Notify instructor immediately if possible. However, do not delay evaluation and treatment while waiting to notify faculty.
  b. Have blood work drawn to determine baseline HBV, HCV, and HIV status.
  c. Receive follow up care from a qualified health care provider
  d. Receive follow up blood work and counseling from Public Health Nursing.

Students are responsible for costs incurred related to exposure. All actions will be held in strict confidence.

**Physical Contact**
Nursing is a hands on profession. It is necessary to come in physical contact with peers, instructors, and patients during the educational experience.
Clinical Policies

Supervision
Students must have supervision for complex sterile dressings or for procedures never done before.

Intravenous (IV) Therapy
- IV therapy theory and skills will be taught in Nursing III lab.
- In the clinical setting, IV skills will be evaluated by the clinical instructor. When the student and the instructor determine clinical competency, the following care may be provided without direct supervision:
  a. hanging new IV solutions
  b. administering IV antibiotics via infusion pump (or similar equipment)
  c. administering saline flushes in peripheral lines
  d. changing IV tubing
  e. discontinuing IV
- The following procedures must always be done with either a qualified agency RN or clinical instructor present:
  a. All IV push medications
  b. Blood transfusions or other blood products
  c. IV starts
  d. Central line or PICC line medication administration, flushes, or line care

Phone Orders
- Phone orders to physicians must be supervised by a clinical instructor or qualified agency RN. The RN must document the actual order in the record.

Smoking Policy
- Due to the detrimental effects of smoking on health, the nursing faculty has instituted a no smoking policy for all nursing instructors and students during clinical hours. This policy includes every off campus clinical agency regardless of that agency's smoking policy. Nursing faculty also support the increasing evidence that secondary smoke is dangerous and the smell of smoke is offensive to clients, as well as others. Smoking is an example of negative role modeling for health.
Precepted Experiences

*Precepted rotations are clinical opportunities where a student is paired one-to-one with a registered nurse for a focused experience.*

Student Role

- Students should be aware of specific clinical objectives and take responsibility for maximizing their learning experience.
- Students will work under the supervision of the preceptor and should be willing and able to use other appropriate persons in the clinical setting for supervision/consultation (charge nurse, RN’s, supervisors, faculty liaison).
- Students should achieve the clinical objectives at a satisfactory level (see Preceptor Evaluation of Student form).
- Students must work within the student’s scope of practice. It is the responsibility of the student to know his/her level of competence and when to seek assistance/supervision. (The student must not do any procedure that they have not been exposed to, practiced or been checked off in the lab setting. See Skills Content Map).
- The student will arrange his/her schedule to accommodate the preceptor. The clinical experience must not interfere with scheduled class or lab.
- Students must evaluate the preceptor using the form provided by the nursing program and submit this feedback to the BlackBoard Lab/Clinical Shell Grade book.

The Preceptor can expect that the student will:
- Seek out experiences that build nursing skills and aid in completion of assignments and/or objectives.
- Collaborate with the preceptor.
- Respect the preceptor’s supervision, teaching and guidance.
- Seek assistance and support from the preceptor.
- Make good use of the preceptor’s time, ask questions, access resources.
- Confer with the preceptor and complete documentation as assigned.
- Notify instructor and the facility in advance of any absence from clinical.
- Complete the Nursing Student Feedback of Preceptor Form.

Rev. 12/13
Western’s Student Nurse Substance Abuse Policy

I. Safe Practice Policy

Purpose
1. To protect clients in the clinical settings
2. To promote safe practice in on-campus classroom and laboratory settings
3. To maximize classroom learning.

II. Policy Statement

The nursing faculty requires that nursing students provide safe, effective, and supportive client care. To fulfill this purpose, nursing students must be free of chemical impairment during participation in any part of the nursing program including classroom, laboratory, and clinical settings.

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

This health problem must be proactively addressed when identified within the nursing student population. The nursing faculty will intervene with the chemically impaired student in the established procedure.
III. Procedure for intervention when substance abuse is suspected in a student

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

B. Intervention
1. If one or more of the above signs/behaviors are observed in the student
   the faculty member will take the following action:
   a. The faculty member obtains a witness
   b. After obtaining a witness, the faculty member and witness approach the
      student suspected of substance abuse behavior
   c. The faculty member follows this procedure:
      1.) Remove student to a private area to preserve confidentiality. **With the witness present**, question the student regarding the use of any substances and, if used, what, when, and how much used and by what route it was taken. Discuss the sign(s) and/or behavior(s) observed and allow the student to provide a brief verbal explanation.
      2.) Testing the student for substance abuse- if there are reasonable grounds to believe the student is engaging in substance abuse, the student will be requested to have a drug screening of urine and blood done immediately. They will be advised of their right to refuse such testing. If a student refuses to have an immediate drug screening this refusal deemed to be grounds for immediate dismissal from the WWCC Nursing Program.
         a. Faculty members or witness will call the director of the nursing program or designated other faculty member for immediate assistance (considering that the other students can not be abandoned in the clinical or classroom setting).
         b. Testing will take place as soon as possible at nearest testing facility. The student will assume costs.
c. The student is informed of the faculty’s responsibility to excuse a student who appears physically or mentally unable to provide safe, effective supportive client care; the student is relieved of further classroom or laboratory responsibilities for the day; a make-up may be given. The student is instructed to arrange for transportation home. The Professional Performance Policy will be enacted. (See page 31 of Handbook)

d. A report of observed student behaviors indicative of chemical impairment prepared by the involved faculty member is submitted to the director of the WWCC nursing program. The director will inform appropriate faculty members also involved with the student on a “need to know” basis. A copy of this report will be placed in the student’s file. The Vice President for Student Learning will be notified and may be asked to seek legal advice from the college’s attorney.

IV. Documentation

A. Documenting incidents involving possible substance abuse in the classroom or clinical setting is necessary in identifying and effectively dealing with the problem.

B. If a faculty member suspects but is not sure that the behavior is possibly substance abuse related behavior, begin to document that behavior:

1. Document signs of unusual behavior and deteriorating classroom and/or clinical performance.

2. Be specific in documenting when and where you observe signs of unusual behavior and deteriorating classroom and/or clinical performance. The date, time, and place of such incidents are necessary for proper documentation. Note exactly what you observe concerning the student’s conduct.

3. When possible, include any supporting evidence to substantiate drug abuse or alcohol use. If there are other witnesses, it is important to note who they are and record their comments. If a student admits to drug or alcohol use, record his/her exact response.

4. Retrieve and preserve any physical evidence which you suspect may be alcohol, drugs, or a controlled substance. Note the time and place when this was done so the exact nature of the substance can be accurately identified.
5. Document the date and time that any signs of unusual behavior and deteriorating classroom and/or clinical performances are discussed with another faculty member or clinical site staff person. Record the content of the discussion.

6. Wyoming State Board of Nursing will be notified by Director of Nursing.

V. Definitions

A. Safe Practice

1. Students demonstrate accountability for personal actions by:
   a. Refraining from misuse of prescribed or over-the-counter substances
   b. Obtaining professional help to resolve recognized physical or mental health problems.

B. Chemically impaired

1. Included persons who are in the academic or clinical setting under the influence of one or a combination of substances, substance being defined as alcohol or drugs.

**Alcohol** - or Alcoholic beverages means ethyl alcohol or ethanol and including beer, wine and all forms of distilled liquor containing ethyl alcohol.

**Controlled Substance** - means any drug listed in 21 U.S.C.812 and other federal regulation. A drug, substance, or immediate precursor is Schedule I through V of Article III of the Wyoming controlled substance Act of 1971. They also include Alegal drugs which are not licensed by a medical practitioner, or are prescribed legally but used illegally.

**Drugs** - means any substance, including controlled substance, and prescription drugs, taken into the body which may impair one’s mental faculties, change one’s need and/or physical performance. Such substances include, but are not limited to, heroin, cocaine, marijuana, PCP, and “crack” or methamphetamines. A prescribed drug is any substance prescribed for the individual by a licensed medical practitioner, and which is used in the manner, combination and quantity prescribed.
Abuse - means:
1. any use of an illegal drug
2. misuse of any over-the-counter drug in cases where such misuse impairs job performance
3. use of any prescription drug in a manner inconsistent with its medically prescribed, intended use, or under circumstances where use is not permitted; and
4. use of alcohol resulting in impaired job performance

Student Performance - Classroom or Clinical Impairment, of - means a student’s behavior or condition adversely affects performance (E.G.: reduced alertness, coordination, reactions, response, or effort) or threatens the safety of himself/herself or others, or property, or exhibits unprofessional, unsafe, irresponsible conduct detrimental in the classroom or in the clinical environment, detrimental according to the public’s perception of hospital personnel in the classroom or clinical environment.

Classroom and/or Clinical Setting - means any room or area designated in the college environment or clinical setting or the clinical agency where classes and laboratory sessions are held.

Clinical Setting or Clinical Agency - means any agency collaborating with WWCC to provide nursing education for the WWCC students.

Reasonable Suspicion - means suspicion of substance use based on objective facts.

2. Is episodically or chronically impaired as evidenced by B Psychological Symptomology and/or Physical Symptomology
# Observation Checklist

## Signs and Behaviors of Substance Abuse

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date/Time of observation</th>
</tr>
</thead>
</table>

**Directions:** Check pertinent items.

1. **Walking**
   - [ ] stumbling
   - [ ] staggering
   - [ ] falling
   - [ ] unable to
   - [ ] swaying
   - [ ] unsteady
   - [ ] holding on
   - [ ] Other

2. **Standing**
   - [ ] swaying
   - [ ] unable to stand
   - [ ] feet wide apart
   - [ ] rigid
   - [ ] staggering
   - [ ] Other

3. **Speech**
   - [ ] shouting
   - [ ] silent
   - [ ] whispering
   - [ ] slow
   - [ ] rambling
   - [ ] mute
   - [ ] Other

4. **Demeanor**
   - [ ] cooperative
   - [ ] polite
   - [ ] calm
   - [ ] sleepy
   - [ ] crying
   - [ ] silent
   - [ ] talkative
   - [ ] excited
   - [ ] sarcastic
   - [ ] fighting
   - [ ] Other

5. **Actions**
   - [ ] resisting communications
   - [ ] fighting
   - [ ] threatening
   - [ ] calm
   - [ ] drowsy
   - [ ] profanity
   - [ ] hostile
   - [ ] hyperactive
   - [ ] erratic
   - [ ] Other

6. **Eyes**
   - [ ] bloodshot
   - [ ] watery
   - [ ] glassy
   - [ ] droopy
   - [ ] dilated/constricted pupils
   - [ ] closed
   - [ ] Other

7. **Face**
   - [ ] flushed
   - [ ] pale
   - [ ] sweaty
   - [ ] Other
Observation Checklist Continued

8. Appearance/Clothing
   [ ] unruly   [ ] messy   [ ] dirty
   [ ] neat     [ ] partially dressed
   [ ] having odor [ ] Other______________________________________________

9. Breath
   [ ] alcoholic odor   [ ] faint alcoholic odor
   [ ] no alcoholic odor [ ] Other______________________________________________

10. Movements
    [ ] fumbling   [ ] jerky   [ ] slow
    [ ] normal     [ ] nervous   [ ] hyperactive
    [ ] Other______________________________________________

11. Eating/Chewing
    [ ] gum   [ ] candy   [ ] mints
    [ ] Other - identify, if possible________________________________________

12. Other observations: _____________________________________________________
    ________________________________________________________________
    ________________________________________________________________
    ________________________________________________________________

Observed by:

_____________________________ ________________________________
Signature     Date       Signature     Date
Western’s * Nursing Program  **  2014-2015
Statement of Agreement & Confidentiality Agreement

It is important to refer to this handbook throughout the program. The program director, in cooperation with the faculty and college administrative personnel, reserves the right to revise policies and guidelines when it is deemed necessary. Students will be apprised of such changes in writing.

I have read the contents of this handbook and agree to abide by the policies as stated therein while I am a student in this program.

______________________________________________________  ______________________
Signature of WWCC Nursing Student  Date

__________________________________________________________________________

CONFIDENTIALITY AGREEMENT

I, _________________________________, understand and agree that certain information concerning patients and agency activities is privileged information, and that all people have an inherent right to privacy.

a. I understand and agree that the trust that individuals and the community have in Western Wyoming Community College Nursing students necessitates that any personal knowledge which I may have of recipients of health care, employees, or others at any health care agency be kept strictly confidential at all times, except information considered public information by law. I will not refer to any aspect of a patient/family interaction or clinical experience on a social media site.

I will not divulge the activities or conditions of any patient, staff member, or visitor, by name or description, unless permitted or required by law to do so.

I understand and agree that breach of confidentiality will result in disciplinary action, which may include implementation of Western Wyoming Community College Professional Performance Policy.

____________________________________________  __________
Signature of WWCC Nursing Student  Date

__________________________________________________________________________

I have disclosed any disability requiring accommodation under the ADA. (If no accommodation needed, do not sign.)

Signature of WWCC Nursing Student  Date  Rev. 1/8/14
Appendices
Appendix A: Wyoming State Board of Nursing Qualifications for Licensure

Policies Related to Protection of the Public

The Wyoming State Board of Nursing requires a full disclosure of any past history related to substance abuse, felony or misdemeanor charges, treatment for mental or emotional illness or substance abuse. These and related questions must be answered on the application form to take the licensing examination before a permit to take the test is given. This does not mean that all persons who disclose such information will be barred from Licensure, but that the Board of Nursing will evaluate each candidate in light of their charge to protect the public. See Chapter 3 of the “Wyoming Nurse Practice Act” for Standards of Practice at nursing.state.wy.us.

Wyoming Law

The Nursing Practice Act and Rules and Regulations of the State of Wyoming Board of Nursing are on line at nursing.state.wy.us. You are encouraged to explore and become very familiar with these documents.
Western Wyoming Community College  
*Appendix B: Program Plan for Associate Degree in Nursing*  
*2014-2015*

### Prerequisites

<table>
<thead>
<tr>
<th>Prerequisites (three semesters)</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology (BIOL 1010)................................................. 4</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology I (BIOL 2010).................................. 4</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology II (BIOL 2015).................................. 4</td>
<td></td>
</tr>
<tr>
<td>General Psychology (PSYC 1000)............................................... 4</td>
<td></td>
</tr>
<tr>
<td>English Composition I (ENGL 1010).......................................... 3</td>
<td></td>
</tr>
<tr>
<td>College Algebra (MATH 1400) or higher..................................... 4</td>
<td></td>
</tr>
<tr>
<td>Nurse Assistant course</td>
<td>23</td>
</tr>
</tbody>
</table>

All prerequisites must be completed by the end of spring semester. Nursing assistant competency must be demonstrated by the end of the summer semester.

### First Year

<table>
<thead>
<tr>
<th><strong>Fall Semester</strong></th>
<th><strong>Credit</strong></th>
<th><strong>Spring Semester</strong></th>
<th><strong>Credit</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing I (NRST 1610)</td>
<td>10</td>
<td>Nursing II (NRST 1620)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>English II (ENGL 1020, 1111, or 2010)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Assessment Requirement</td>
<td>9-10</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th><strong>Fall Semester</strong></th>
<th><strong>Credit</strong></th>
<th><strong>Spring Semester</strong></th>
<th><strong>Credit</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing III (NRST 2630)</td>
<td>10</td>
<td>Nursing IV (NRST 2640)</td>
<td>9</td>
</tr>
<tr>
<td>US Government</td>
<td>3</td>
<td>Assessment Requirement</td>
<td>0-1</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td></td>
<td>9-10</td>
</tr>
</tbody>
</table>

All above courses must be completed with a “C” or better to earn Associate Degree in Nursing.

All general education courses may be taken prior to admission into the Nursing Program.

General education courses taken while in Nursing Program must be taken evenings, Internet or other asynchronous format.

Students must be admitted to the Program to enroll in Nursing courses.
Appendix C: Organizational Chart

Organizational Chart
WESTERN WYOMING COMMUNITY COLLEGE
Nursing Program

Board of Trustees

President

Vice President for Student Learning

Director Nursing Program

Practice Learning Environment Personnel
Nurse Assistant Coordinator
Practical Nursing Coordinator
Advisory Boards

Nursing Faculty

Preceptors

Students

Key:
- Official lines of authority
- Lines of communication

3/13
Appendix D: Contact Information for WSBN & ACEN

Wyoming State Board of Nursing

130 Hobbs Ave., Suite B
Cheyenne, WY 82002
(307) 777-7601

Accreditation Commission for Education in Nursing (ACEN)

July 8, 2014

“This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing.”

3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Fax: (404) 975-5020
Email: info@acenursing.org
Web: www.acenursing.org