Western’s Nursing Program Student Handbook

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Revised 8/8/17
Welcome to Western’s Nursing Program

Mission

The mission of the Western 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 acknowledging 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.

PN Certificate
Students who successfully complete the first year of the Nursing Program will be eligible to take a one credit course (PN Roles) and sit for the NCLEX-PN to become licensed as LPNs.
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 and correlates with Western’s Goals for Student Success and also with ReNEW’s (Revolutionizing Nursing Education in Wyoming) statewide nursing education initiative. The Core Curricular Concepts used by Western include:

- Safety
- Clinical Judgement
- Leadership
- Patient Centeredness
- Professionalism
- Health Promotion
Purpose of ReNEW and Descriptions of the Six Core Curricular Concepts

The ReNEW initiative seeks to enhance the quality of nursing and health care in Wyoming by building a stable, adequate nursing workforce. This goal will be achieved through implementation of a common, competency-based statewide curriculum where students can start at any Wyoming community college and earn an associate degree and continue seamlessly on to the University of Wyoming (UW) and earn a bachelor degree (or higher).

Six Core Curricular Concepts with definitions

SAFETY
Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

CLINICAL JUDGEMENT
The educated conclusion at which a nurse arrives guided by the nursing process and evidence of best practice.

LEADERSHIP
Heightened self-awareness to empower others toward the attainment of a specific objective through the practice of nursing excellence. Leadership is exemplified through inter-professional collaboration in management of care in a diverse and complex healthcare system.

PATIENT CENTEREDNESS
An orientation to care that incorporates and reflects the uniqueness of an individual’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 respectful, efficient, safe and well-coordinated transition through all levels of care.

PROFESSIONALISM
The consistent demonstration of core values evidenced by nurses working with others to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, professional engagement, lifelong learning, and accountability.

HEALTH PROMOTION
The provision of education to patients to encourage healthy behaviors and choices, prevent disease, protect from preventable illness and disastrous emergencies, all of which make a positive contribution to immediate and long-term health status.
Upon completion of Western’s Associate Degree Nursing Program the graduate will be expected to:

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<th>Safety</th>
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<tr>
<td>1. Provide safe nursing care within the healthcare system.</td>
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<th>Clinical Judgement</th>
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<td>2. Incorporate prior knowledge, current research, and clinical experience in decision-making.</td>
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<td>3. Demonstrate leadership skills as part of an interprofessional team to promote desired outcomes.</td>
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<th>Patient Centeredness</th>
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<td>4. Use effective communication and advocacy to provide individualized care.</td>
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<td>5. Practice within the core values, principles, and standards of the nursing profession.</td>
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<th>Health Promotion</th>
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<td>6. Utilize the nursing process and broad knowledge base to maximize health.</td>
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**Conceptual Framework**

Nursing is the focal point of the Western Nursing program Conceptual Framework. The Nursing faculty designed the Conceptual Framework diagram using Western’s goals for student success (outside circle) and the core curricular concepts. The main focal point of the conceptual framework is “Nursing” and is placed in the center to emphasize that the focus of the curriculum is nursing.

Western’s Nursing Program’s integrated curriculum addresses the six Core Curricular Concepts as the organizing framework for content, while keeping mindful Western’s goals for student success. The curriculum progresses from professional nursing care in health promotion to chronic illness then acute illness and finally complex illness. Students begin to use each of the curricular concepts at a basic level at the beginning of the program and progress to using them 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.
Western’s Nursing Program’s Conceptual Framework

Develop Life Skills • Communicate Competently • Retrieve Information • See Issues from Multiple Perspectives • Solve Problems

NURSING

Patient Centeredness • Clinical Judgment • Leadership • Professionalism • Safety • Health Promotion

August 2016
Participation in Western’s 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 catalog. Fees and other costs are not refundable. (See college catalog.)

Rev. 5/15/14

Western Nursing Program Student Handbook 2017-2018 Revised 10/18/17
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. (Please note that summer advising is done through the ACE IT Center and Career Services.)

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. **Wellbeing and Accessibility 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:** Learning Centers are located on both the Rock Springs (307-382-1829) and Green River (307-872-1319) campuses and offer a wide variety of college-prep and college level courses in an atmosphere of individualized instruction. ABE, HiSET, ESL, Citizenship courses and other services are also available through the Learning Center.

5. **Library:** Students may access the library via the student portal; a library card is not required. The library offers access to hundreds of authoritative periodical databases as well as to several media databases which include images, music, and film. The library also maintains a collection of over 100,000 eBooks accessible through the eBrary database. Hay Library’s print collection is located at Western’s main campus in Rock Springs. To check out an item from the library students may use their student ID, Hay Library Card or any other library card issued in Wyoming. Off campus students may request items from the library via the interlibrary loan tab in the library catalog. To register for a library card, please visit the library’s homepage or call, 307-382-1700.
6. **Children’s Center: Rock Springs:** The 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:** The Peer Tutor Center at the Rock Springs Learning Center (307-382-1707) offers face-to-face and online tutoring. All tutors in the center have been referred to tutor in specific classes by instructors in those areas. They have taken the class, passed with at least a B, and have a cumulative GPA of at least 3.0. Open Monday through Friday and three nights a week during the fall and spring semesters; summer hours vary. Students can set up individual tutor appointments or work with a group. *Tutoring services are free of charge to WWCC students.*

9. **ACE-IT Center:** The ACE-IT 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.

10. **NETTUTOR:** Online Tutoring: Western Wyoming Community College offers free online tutoring for students. To log on to this service, click on the Blackboard icon within your MyWestern account. Enter any of your classes within Blackboard and select NetTutor. You will be able to ask questions and get help in all academic areas such as math, accounting, biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors outlining ways that you can improve your writing. Take advantage of this service; it is a useful tool for students at Western. *NetTutor services are free of charge to students.*

11. **Writing Lab:** The Writing Lab at the Rock Springs Learning Center (307-382-1829) is available to help any student from any discipline with writing issues. Help can be obtained for questions dealing with grammar, paragraph or sentence structure, paper organization, and documentation, to name a few. The Writing Lab does not edit papers but helps students with specific issues related to writing papers. Additionally, the staff can work with students on isolated skills they might be struggling with or without registering for credit.

12. **Testing and Proctoring:** The Peer Tutor Center provides testing services for students with accommodation, students enrolled in an online course, or by instructor discretion. Please call (307-382-1707) or email Testproctor@westernwyoming.edu to make an
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 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, son-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.

Students who have a medical condition, surgery, or child birth requiring absence of more than two consecutive class or active days during the program are required to provide a release to return to school, including lab and clinical, from their primary care provider.

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

Class Days:
➢ Two class points will be forfeited for an unexcused absence from class (active days are counted as class days).
➢ Students are expected to provide scheduled assignments to the group prior to the missed class and prepare new assignments given during the missed class.
➢ 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.
Active Day (includes Lab & Simulation):
➢ Students will have scheduled “Active Days” in which group members are required to meet face-to-face for lab, SIM, and/or clinical activities on a campus or at a clinical agency. Active days are included as class days for the unit.

➢ Being late or absent for scheduled check off will count as one of the three check off opportunities. Being late or absent 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:
➢ Absences from experiences scheduled at clinical agencies or in the community 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 agency 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.

CLINICAL PREPARATION POLICY
➢ Students will not schedule more than 16 hours of personal work and nursing program clinical in a 24 hour period.
➢ Students who arrive unprepared will earn a “1” for Professionalism 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.

Class and Active Learning Days:
➢ 0.5 points will be deducted on the class rubric for each day tardy. At the discretion of the instructor, students who arrive late or are absent for an active day will be required to reschedule or have an additional assignment.

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 “1” for Professionalism 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 “1” for Professionalism 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 are
   NOT 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 lab/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/clinical 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 lab/clinical portion of the course on the transcript.

4. Students will be required to meet with their nursing instructor 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. Students taking A & P II during the nursing program must pass with a
   C in the first semester in order to continue the program.

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 requesting readmission to the program must meet all general education requirements for the cohort of students they will graduate with.

12. 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.

13. The faculty of the Nursing Program are committed to student success. Please 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 keep records of their grades as each semester progresses. Students are encouraged to monitor their grades via Blackboard.

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

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

16. 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 is proctored and 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:
  o Complete the ATI focused remediation.
  o 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.
  o 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 exam.
✓ Students earning below 90% predicted probability of passing the NCLEX on the second predictor exam are strongly encouraged to take a review course.
  o Students are responsible for all costs incurred with the review course.

(Rev. 6/13/16)

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 may be presented with exam statistics by a nursing instructor in an approved testing or college location with a proctor is present.

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Western’s Nursing Program Cheating Policy

The Western Nursing Department abides by the college wide policy regarding cheating and plagiarism; see Policy 6220D Academic Dishonesty.

In an effort to clarify the parameters of cheating for students and faculty, the following statements have been developed:

1. Sharing specific unit material is considered cheating prior to a student’s exposure to that material in the course of their learning experience. This prohibition refers to any content, test questions, or prepared assignments 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, websites, or experts.
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 25)

Students accepted into 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 online from WSBN website)

✓ 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 Western Wyoming Community College 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. Lab coats, white long sleeve shirts or scrub tops are acceptable to keep warm. Hoodies or other colored jackets are not acceptable in the clinical setting.

➤ 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.
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**

4 = Mastered – Performance is safe, accurate, proficient, coordinated, without verbal and physical cues, focuses on client takes into consideration the family and interprofessional team. No anxiety. Has met the goal at a very high, accomplished level.

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

2 = Requires assistance – 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.

1 = 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 "2" or “3” by the end of the semester to pass clinical._

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 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 core curricular concepts of the nursing program. Each goal has critical elements. Below each critical element are behavioral cues to help the student identify expectations in the clinical setting. Scoring is described above. Whenever a student receives a “1” in a critical element the Clinical Performance Policy will be implemented. (See WWCC Nursing Program Clinical Performance Policy) A student who earns a “1” in a critical element by the end of the semester will not pass the course.

**Instructions for use of Evaluation Tool**

Students are to self-evaluate each critical element with a numerical rating “4”, “3”, “2” or “1” 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 are provided by the student or faculty in the space provided. The faculty cannot be with each student all of the time. It is imperative that you document for the instructor how you meet the clinical objectives. The faculty will provide written feedback when indicated and at the end of the rotation.

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.
    - 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 informed of option for grievance.
    - Student continues in program.
    - Student continues in program.
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, Hepatitis B (HBV) and varicella. A TB test must be done annually (if it is first ever a 2 step test is needed). Influenza vaccination yearly is required. Medical exemptions required for non-adherence to the vaccine requirement. Students without influenza vaccinations may be required to wear a mask at clinical sites. Students whose titer results are nonimmune must be re-immunized in consultation with a qualified healthcare provider or must sign a statement of declination.

- **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 Nursing Program may add requirements as needed.
✓ **Background Screening** - Students who are screened as having a history of crimes against persons or 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 the 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 a 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 is deemed to be grounds for immediate dismissal from the Western Nursing Program.

a. Faculty members or witness will call the director of the nursing program or designated other faculty member for immediate assistance (considering that the other students cannot be abandoned in the clinical or classroom setting).

b. Testing will take place as soon as possible at nearest testing facility. The student will assume costs.

c. The student is informed of the faculty’s responsibility to excuse a student who appears physically or mentally unable to provide safe, effective supportive client care; the student is relieved of further classroom or laboratory responsibilities for the day; a make-up may be given. The student is instructed to arrange for transportation home. The Professional Performance Policy will be enacted. (See page 20 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 Western 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 legal 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.

1. Is episodically or chronically impaired as evidenced by 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
   - [ ] sagging at knees
   - [ ] Other_________________________

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

4. **Demeanor**
   - [ ] cooperative
   - [ ] polite
   - [ ] calm
   - [ ] sleepy
   - [ ] crying
   - [ ] silent
   - [ ] talkative
   - [ ] excited
   - [ ] sarcastic
   - [ ] talking
   - [ ] 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  **  2016-2017
Statement of Agreement & Confidentiality Agreement

As a student of the Western’s Nursing Program, I understand the significance of confidentiality with respect to information concerning fellow students. I do hereby guarantee that any information about any teaching scenarios, simulation exercises, and the performance of other learners will be held in confidence, and will not be communicated in any form.

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

______________________________________________________  _____________________
Signature of Western Nursing Student                           Date

Photograph / Video (Film) / Audio Release Agreement

For good and valuable consideration, the receipt of which is hereby acknowledged, I hereby grant permission to Western Wyoming Community College and its agents or employees to use, without restriction or remuneration, for education or research, any photographs, video and/or audio (“media”) taken of me as I participate as a student in the Western Wyoming Community College Nursing Program.

______________________________________________________  _____________________
Signature of Western Nursing Student                           Date

Permission to Release Information to the University of Wyoming

I, ________________________, give my permission to release my name, date of birth, and contact information to the University of Wyoming so that they know of my interest in completing the Bachelor’s of Science in Nursing (BSN). This will allow the University of Wyoming to contact me with information about the program and offer advising as needed.

______________________________________________________  _____________________
Signature of Western Nursing Student                           Date

Rev. 7/25/16
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, and/or 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 http://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 http://nursing.state.wy.us/. You are encouraged to explore and become very familiar with these documents.
**Appendix B: Program Plan for Associate Degree in Nursing**

**Western Wyoming Community College**  
Program Plan for Associate Degree in Nursing  
2017-2018

<table>
<thead>
<tr>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td>General Biology (BIOL 1010)</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology I (BIOL 2010)</td>
</tr>
<tr>
<td>English Composition I (ENGL 1010)</td>
</tr>
<tr>
<td>College Algebra (MATH 1400 or higher)</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>First Year—Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Nursing Care in Health Promotion (NURS 1050)</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology II (BIOL 2015)</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year—Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>Professional Nursing Care of the Patient with Chronic Illness (NURS 1200)</td>
</tr>
<tr>
<td>English Composition II (ENGL 1020 or 2010)</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year—Fall Semester</th>
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</thead>
<tbody>
<tr>
<td>Professional Nursing Care of the Patient with Acute Illness (NURS 2900)</td>
</tr>
<tr>
<td>General Psychology (PSYC 1000)</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Second Year—Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Nursing Care of the Patient with Complex Illness (NURS 2400)</td>
</tr>
<tr>
<td>US Government (POLS 1000)</td>
</tr>
<tr>
<td>Assessment Requirement</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></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 with the exception of Human Anatomy & Physiology II.

Students must be admitted to the program to enroll in nursing courses.

The Associate Degree Program is available face to face in Rock Springs and via distance modalities.
## Appendix C: Plan of Study for ReNEW

### 2017-2018 Nursing Plan of Study - ReNEW RN to BSN in 4 Years

#### Year One

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Cr Hrs</th>
<th>Spring Semester</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology (BIOL 1010)</td>
<td>4</td>
<td>General Psychology (PSYC 1000)</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra (MATH 1400)</td>
<td>3</td>
<td>Anatomy and Physiology II (BIOL 2015)</td>
<td>4</td>
</tr>
<tr>
<td>English Composition I (ENGL 1010)</td>
<td>3</td>
<td>American &amp; Wyoming Government (POLS 1000)#</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology I (BIOL 2010)</td>
<td>4</td>
<td>English Composition II (ENGL 1020)#</td>
<td>3</td>
</tr>
<tr>
<td>First Year Success (HMDV 1005)</td>
<td>1</td>
<td>Statistics (STAT 2050/2070)*</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>15</td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

#### Year Two

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Cr Hrs</th>
<th>Spring Semester</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Nursing Care in Health Promotion (NURS 1100)</td>
<td>9</td>
<td>Professional Nursing Care of the Patient with Chronic Illness (NURS 1200)</td>
<td>10</td>
</tr>
<tr>
<td>Nutrition (HLED 1140)*</td>
<td>3</td>
<td>Microbiology (MOLB 2210)*</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry (CHEM 1000/1020)*</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>16</td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

#### Year Three

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Cr Hrs</th>
<th>Spring Semester</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Nursing Care of the Patient with Acute Illness (NURS 2300)</td>
<td>10</td>
<td>Professional Nursing Care of the Patient with Complex Illness (NURS 2400)</td>
<td>9</td>
</tr>
<tr>
<td>Pathophysiology (PHCY 4450) UW**</td>
<td>4</td>
<td>Pharmacology (PHCY 4470) UW**</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human culture elective*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>14</td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

#### Year Four

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Cr Hrs</th>
<th>Spring Semester</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Care of Population - Didactic**</td>
<td>4</td>
<td>Professional Nursing Leadership - Didactic**</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Care of Populations - Practicum**</td>
<td>4</td>
<td>Professional Nursing Leadership - Practicum**</td>
<td>6</td>
</tr>
<tr>
<td>Health Care Informatics**</td>
<td>3</td>
<td>Upper division Electives*** as of 11/1/16</td>
<td>6</td>
</tr>
<tr>
<td>Evidence-Based Practice (COM 3)**</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>14</td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Prerequisite Course for Western Nursing Program**

<table>
<thead>
<tr>
<th>Required General Education Course for Associate’s Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Required for Bachelor’s of Science in Nursing Degree</td>
</tr>
<tr>
<td>**UW courses offered online each semester</td>
</tr>
<tr>
<td>***Any University 3000-4000 level course or higher</td>
</tr>
<tr>
<td>#Other Western equivalent courses will meet requirement - See your advisor for more information</td>
</tr>
<tr>
<td>Additional Notes:</td>
</tr>
<tr>
<td>All general education coursework may be completed prior to admission into the Western Nursing Program.</td>
</tr>
<tr>
<td>See a Nursing advisor for assistance with alternate sequencing of general education courses.</td>
</tr>
<tr>
<td>Most general education courses are also offered in the summer. See a Nursing advisor for details.</td>
</tr>
</tbody>
</table>

To be eligible to complete a BSN at UW students must meet one of the following two criteria:

1) RN license and a nursing GPA of 2.5 or
2) No RN license and a nursing GPA of 3.0
Appendix D: Western Nursing Program Organizational Chart

Organizational Chart
Appendix E: Contact Information for WSBN and ACEN

**Wyoming State Board of Nursing**

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

**Accreditation Commission for Education in Nursing**

3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326  
Phone: (404) 975-5000  
Web: [www.acenursing.org](http://www.acenursing.org)