
GRAYS HARBOR COLLEGE

NURSING STUDENT

HANDBOOK

2009-2010

WELCOME

Dear Nursing Students:

On behalf of the nursing faculty and staff, I would like to welcome you to the Grays Harbor College nursing program. Nursing is an exciting career which I prefer to think of not as a job but as a professional service to others. Nursing is thinking work. It is not about doing a series of tasks; but, it is about identifying and solving problems using scientific evidence to support our actions. Most people think nurses take care of the sick and the dying and we do that. But nurses do much more than that. Nurses engage in health promotion and illness prevention activities as well. Nursing is a career in which job opportunities continue to grow as our population ages and as health care becomes increasingly complex. Nurses provide services in hospitals, extended care facilities, ambulatory care settings, community and home health based care settings, schools, and industries. Nursing is the largest health care profession in the United States and it is experiencing a severe shortage predicted to continue well into the future. We need a well educated nursing workforce that is adaptable to the changes and challenges in health care that will inevitably occur in the future. So we are happy you are here.

The focus of health care today is quality assurance, cost containment, and client satisfaction. Health care is under fire in the media that has been reporting recently about the high incidence of medical error. Each member of the health care team including nursing students and faculty must be committed to reducing errors, practicing safely, providing quality services, and containing costs while at the same time meeting the holistic health care needs of clients and their families in a caring and compassionate manner.

The nursing faculty is committed to helping you achieve your goal of becoming a registered nurse. We will challenge you to think differently and more critically than you have in the past. We will test your ability to adapt and to prioritize the complex responsibilities you will have as nurses. We will ask you to reach high to absorb the breadth and depth of knowledge needed for success in your nursing career. Be bold in stepping out of your comfort zone. Look for opportunities to learn. Let go of the urge to require perfection in yourselves and others. Perfection is not possible but excellence is. Strive for excellence in everything you do but recognize when things are “good enough” given the circumstances.

You have been competitive with one another to secure a slot in the nursing program; but, we are asking you to reframe your relationship with your classmates and with us. Nurses cannot survive without being team players. See your fellow students and the nursing faculty as your team mates who work together to help each other succeed.

We know that you have personal lives that need to be nurtured. We recognize that families and employment are often priorities. But remember that your nursing education is temporary – just two years out of your lives right now. Being successful in the program will require sacrifice on your part and on the part of your families. Teach your families to help with household tasks. Simplify your lives; let go of things that aren't critical right now. Develop multitasking skills. Stay organized and keep on task. But most of all choose a healthy lifestyle. Remember to eat well, exercise regularly, get plenty of sleep, quit smoking, and develop an effective stress management regime.

Have fun, work hard, and enjoy the journey!

Penny Woodruff, RN, MS
Nursing Program Director

Contents

WELCOME	I
INTRODUCTION	5
<i>Purpose of Student Handbook</i>	5
<i>Brief History and Background of the LPN and ADN programs</i>	5
GHC NURSING PROGRAM MISSION	6
GHC NURSING PROGRAM PHILOSOPHY	6
THE INDIVIDUAL.....	6
THE ENVIRONMENT.....	6
HEALTH.....	6
NURSING.....	6
NURSING EDUCATION.....	7
THE LEARNER.....	7
TEACHING/LEARNING.....	7
CONCEPTUAL FRAMEWORK.....	8
MAJOR CONCEPTS	9
THE CLIENT.....	9
HEALTH AND ILLNESS.....	9
THE NURSE-CLIENT RELATIONSHIP – COMPETENCIES.....	9
CHARACTERISTICS OF THE GRADUATE	10
COMPETENCY.....	10
PROVIDER OF CARE.....	10
MANAGER OF CARE.....	12
MEMBER OF THE DISCIPLINE.....	12
POSSIBLE STUDENT SCHEDULE	13
NURSING PROGRAM COURSE DESCRIPTIONS	14
IMPORTANT INFORMATION REGARDING LICENSURE	17
NURSING STUDENT REQUIREMENTS UPON ADMISSION INTO THE NURSING PROGRAM	18
INSURANCE: LIABILITY, PERSONAL HEALTH/ACCIDENT AND VEHICLE.....	18
IMMUNIZATION REQUIREMENTS.....	18
CARDIO-PULMONARY-RESUSCITATION (CPR.).....	18
CRIMINAL BACKGROUND CHECKING.....	18
NURSING PROGRAM POLICIES	19
TRANSPORTATION.....	19
STUDENT MAILBOXES.....	19
PHONE LIST.....	19
HEALTH SCIENCES DISCUSSION BOARD.....	19
PRINTING MATERIALS (CONSERVING PAPER).....	20
PERSONAL REFERENCES.....	20
CELLULAR PHONE USE.....	20
NURSING CAMPUS LABORATORY.....	20
ATTENDANCE.....	20
<i>Clinical</i>	20
<i>Notification of absence</i>	21
<i>Theory</i>	21

RETURN TO CLINICAL AFTER ILLNESS.....	21
HEALTH HISTORY	21
BAD WEATHER CANCELLATION	22
SMOKING POLICY	22
CHILDREN IN NURSING LABORATORY AND CLASSROOMS	22
EATING AND DRINKING.....	22
GIFTS	22
DRESS CODE	22
PARTICIPATION ON NURSING PROGRAM GOVERNANCE	23
STUDENT NURSES' ASSOCIATION OF GRAYS HARBOR COLLEGE	23
PAPER ORGANIZATION, REFERENCE FORMATS, AND WRITING PORTFOLIO	24
STUDENT SERVICES	25
DISABLED STUDENT SERVICES	25
FINANCIAL AID	25
TUTORING	25
LIBRARY.....	25
COUNSELING AND ADVISING CENTER.....	25
OTHER ACADEMIC AND PERSONAL ASSISTANCE	26
STUDENT RIGHTS AND RESPONSIBILITIES	27
STUDENT RIGHTS	27
ETHICAL GUIDELINES.....	28
HONESTY AND INTEGRITY	28
GRIEVANCE PROCEDURE.....	29
COMMUNICATION AT CLINICAL FACILITIES.....	29
PROTECTION OF PATIENTS.....	29
PROGRESSION AND RETENTION POLICIES.....	30
GRADE REQUIREMENTS	30
ATI TESTING.....	30
GRADING SCALE	31
GRADING POLICY	31
REQUIREMENTS.....	31
HIGH SCHOLARSHIP	32
AT- RISK STUDENTS.....	32
EVALUATION AND TESTING	33
TEST REVIEW.....	33
MAKE-UP EXAMS	33
WARNING.....	34
DISMISSAL FROM THE PROGRAM.....	34
REPEATING COURSES	34
WITHDRAWAL	34
LEAVE REQUESTS & READMISSION TO PROGRAMS	34
REQUIREMENTS FOR GRADUATION	35
LICENSURE REQUIREMENTS	35
RESPONSIBILITY OF NURSING PROGRAM UPON GRADUATION	35
CLINICAL EVALUATION GUIDELINES.....	36
MONITORING AND EVALUATING NURSING STUDENT COMPETENCIES	36
ESSENTIAL ABILITIES	36
REASONABLE ACCOMMODATIONS FOR DISABILITIES	37
GUIDELINES FOR EVALUATION OF CLINICAL PRACTICE	38
IMMEDIATE SUSPENSION FROM CLINICAL.....	38
LEGAL LIABILITY FOR CARE DELIVERY	39

TYPES OF SUPERVISION FOR CLINICALS	39
CLINICAL FOLDERS	40
GUIDELINES FOR PLANNING PINNING CEREMONIES	41
APA CHECKLIST	44
RUBRIC/CRITERIA FOR NURSING PAPERS	45

GHC NURSING DEPARTMENT STUDENT HANDBOOK 2009-2010

INTRODUCTION

Purpose of Student Handbook

The Student Handbook contains the policies and guidelines of the nursing program. It is the student's responsibility to become familiar with this handbook. You and the faculty will refer to it throughout your educational process.

Brief History and Background of the LPN and ADN programs

The associate degree nursing program at Grays Harbor College has been operating since 1986. Prior to 1986, a practical nursing certificate was offered. In 1991, the college chose to continue offering only an associate degree program option based on examination of the current and projected future needs for practical nurses locally and throughout Washington State and the Pacific Northwest at that time.

However, because of the significant changes occurring in health care, the college reinstated the practical nursing program in the fall of 1996 which operated concurrently with the associate degree-nursing program. In 2002, a "ladder" concept began in which the first year is the PN program and the second year completes the ADN program.

Because of the current shortage of registered nurses and the desire of students to focus on registered nursing practice, the nursing program began a new curriculum in 2006 in which students enter as certified nursing assistants and continue on to complete an associate of applied sciences degree in nursing. Students also have the option at the end of the first year to take the licensure exam to become licensed practical nurses.

The Washington State Nursing Quality Assurance Commission approves the nursing program. See <http://www.doh.wa.gov/hsga/Professions/Nursing/default.htm>

Initial accreditation by the National League for Nursing Accrediting Commission (NLNAC) was granted to the ADN program in 1993. NLNAC made a site visit in the fall of 2005 and granted the program continuing accreditation.

National League of Nursing Accrediting Commission, 61 Broadway, New York, NY 10006, 1-800-669-1656, <http://www.nlnac.org>



National League
for **Nursing**



GHC NURSING PROGRAM MISSION

The mission of Grays Harbor College nursing program is to serve the health care needs of local communities and beyond by preparing entry level graduates for long-term care, acute care, and ambulatory care positions as licensed practical and registered nurses.

GHC NURSING PROGRAM PHILOSOPHY

The Individual

Individuals are holistic beings with a diversity of physiological, psychological, sociological, cultural, developmental, and spiritual dimensions. The individual constantly interacts with and adapts to changes and stimuli in the environment. The individual has responsibility for independent decision-making and the right to self-determination. At the same time, the individual has rights and responsibilities as a member of families, groups, and communities.

The Environment

The environment includes any conditions, circumstances, and influences surrounding and affecting the individual. The internal and external environments stimulate adaptive responses by the individual.

Health

Health is a dynamic position on the health-illness continuum. Adaptive responses by the individual contribute to health; ineffective or maladaptive responses contribute to health alterations.

Nursing

Nursing is a dynamic and evolving profession. The focus of nursing care is the client who may be an individual, family, group, or community. The purpose of nursing is to promote, maintain, restore health, prevent illness and injury, or assist persons to die with dignity.

Nursing is a science based on knowledge from physical, life, and social sciences and from knowledge unique to nursing that is derived from nursing research. Nursing is also an art in which a sense of caring and compassion for others, manifested through creation of an environment of effective communication, critical thinking, and the therapeutic use of self in establishing interpersonal relationships with individuals, families, groups, and communities. Nursing is a collaborative endeavor, which involves an interpersonal partnership with the client, the client's support system, and other health care providers to help the client adapt to his or her position on the health-illness continuum. Nurses function as providers of care, managers of care and members of the discipline of nursing. Nursing process provides a systematic problem solving structure that guides nurses within each of these roles. Nurses grow and develop in their roles with education and experience to attain and maintain competence in all nursing functions.

Nursing practice encompasses a broad spectrum of roles and competencies in a variety of settings. All levels of nursing share commonalities in focus, purpose, knowledge, and function. All levels of nursing are responsible and accountable to the health care consumer for safe nursing practice. There are differences between level of nursing practice in terms of clients, practice settings, competencies, and roles.

Nursing Education

The purpose of nursing education is to provide reality-based preparation for safe practice founded on a sound knowledge of the physical, life, social and nursing sciences, critical thinking, caring, ethical/legal principles, and technical skills. The faculty members function as facilitators, expert co-learners, role models, and mentors in a variety of settings. Effective nursing education is based on a climate of mutual trust and respect between student and faculty. Opportunities for integration and application of theoretical concepts occur through an alliance between faculty, students, and clinicians in classroom and clinical settings. Students need guidance in learning and using the nursing process, and encouragement to develop integrity, responsibility, accountability, resourcefulness, and a holistic approach to meeting the needs of clients and working within the health care system.

Nursing is a vital part of the community. It is the responsibility of this faculty to prepare competent practitioners to assist in meeting the health care needs of the community. The nursing program adheres to the principles of workforce education, which has as its goal to prepare persons for jobs that contribute to the welfare of the student and the community. The community college nursing program, as a part of the career ladder within the discipline of nursing, prepares persons for work as certified nursing assistants, licensed practical nurses, and registered nurses. The faculty believes in and values life-long learning. It is the faculty's responsibility to facilitate articulation with nursing education programs offering baccalaureate and higher degrees and to encourage students and graduates to seek higher education in the discipline.

The Learner

The learner has a unique background and a diversity of life experiences from which to draw to enhance personal and professional growth. The learner is goal-directed, motivated, and takes responsibility for his or her own progress throughout the program and throughout his/her personal and professional life. The learner is flexible and adapts to meet the needs in a given situation. The learner's skills continually evolve to enable him or her to provide increasingly competent and comprehensive care. Students demonstrate a variety of learning styles and require active involvement in the learning process as they search for relevance and meaning.

Teaching/Learning

Learning is a dynamic process occurring in and affecting all dimensions of the learner. It begins with basic knowledge, application of concepts, and resultant acquisition of new knowledge and skills. Appropriate and timely feedback assists learners in developing their ability to effectively use the nursing process. Learning is a joint endeavor between faculty and students. The student assumes responsibility for learning, personal growth, and influencing the curriculum through dialogue and interaction with faculty. Education is facilitated by an innovative, contextual approach to teaching, which empowers both the faculty and student through a flexible, relevant curriculum. Evaluation provides guidance for learner progress. It is continual, specific, and couched within the caring framework of nursing. Likewise, evaluation by students

provides necessary feedback to faculty about their effectiveness and the relevance and effectiveness of the curriculum itself.

Conceptual Framework

The holistic individual seeks to adapt to the internal and external environments to maintain homeostasis. Effective adaptive responses contribute to health while ineffective or maladaptive responses contribute to health alterations. The nurse establishes a working relationship with the client through caring, compassion, and effective communication skills. The nurse assists the client through use of the nursing process to make effective adaptive responses to maintain or restore homeostasis.

MAJOR CONCEPTS

The Client

Holistic Being
Physiologic Psychological Sociologic Cultural Spiritual

Individual/Family/Group/Community

Growth and Development

Health and Illness

Health-Illness Continuum

Adaptation – Maintenance of Homeostasis

The Nurse-Client Relationship – Competencies

Provider of Care

Caring
Communication
Nursing Process
Critical Thinking/Problem Solving
Teaching/Learning

Manager of Care

Leadership/Management
Collaboration

Member of the Discipline

Professional Responsibility and Accountability
Ethical/Legal/Values/Attitudes

**Grays Harbor College
Nursing Program**

Characteristics of the Graduate

Competency	Upon graduation from Grays Harbor College Nursing Program	
	Practical Nurse	Associate Degree (RN)
Provider of Care	<p>Caring</p> <ul style="list-style-type: none"> • Performs nursing skills in a safe, caring, and effective manner in relatively stable situations with predictable outcomes. • Treats all people with dignity and respect. • Promotes a caring attitude among peers. 	<p>Caring</p> <ul style="list-style-type: none"> • Performs nursing skills in a safe, caring, and effective manner in all situations including those that have a high potential for instability and serious or unpredictable outcomes. • Treats all people with dignity and respect. • Promotes a caring attitude among peers.
	<p>Communication</p> <ul style="list-style-type: none"> • Uses therapeutic communication skills when interacting with clients and significant support person(s). • Communicates relevant, accurate, and complete information in a concise and clear manner. • Reports and documents assessment, interventions, and progress toward client outcomes. • Protects confidential information. • Uses appropriate channels of communication within the agency. 	<p>Communication</p> <ul style="list-style-type: none"> • Uses therapeutic communications skills when interacting with clients and significant support person(s). • Communicates relevant, accurate, and complete information in a concise and clear manner. • Reports and documents assessment, interventions, and progress toward client outcomes. • Protects confidential information. • Uses appropriate channels of communication within the agency and with other agencies on behalf of the client.

	<p>Nursing Process</p> <ul style="list-style-type: none"> • Assists with initial and ongoing assessment of the individual by collecting accurate data from multiple sources. • Evaluates data to identify both normal and abnormal findings. 	<p>Nursing Process</p> <ul style="list-style-type: none"> • Provides nursing care through orderly collection of information from multiple sources to establish a nursing database from which a plan of care may be developed. • Assesses the developmental, emotional, cultural, and spiritual influences on the client's health status. • Assesses the client's health status including conducting a health history and performing a physical, cognitive, psychosocial, and functional assessment. • Assesses the client's response to actual and potential health problems. • Assesses the client's response to interventions. • Assesses the client for changes in health status and identified needs. • Assesses the client's ability to access available community resources. • Assesses the strengths, resources, and needs of clients within the context of their community.
	<p>Critical thinking/Problem Solving</p> <ul style="list-style-type: none"> • Uses nursing knowledge, assessment data, and critical thinking to identify problems and develop solutions that ensure quality client care in stable and predictable situations. 	<p>Critical thinking/Problem Solving</p> <ul style="list-style-type: none"> • Uses a theoretical knowledge, analysis of assessment data, and critical thinking in developing a comprehensive plan of care and in management decisions that ensure safe, effective care.
	<p>Teaching/Learning</p> <ul style="list-style-type: none"> • Initiates common/usual approaches to teaching/learning. 	<p>Teaching/Learning</p> <ul style="list-style-type: none"> • Assesses current knowledge level, learning readiness, learning styles, and impact of other factors on the client. • Uses concepts of teaching/learning to develop multiple teaching approaches to assist clients to change behaviors to promote health. • Develops an individualized teaching plan based on assessed needs. • Provides the client and significant support person(s) with the information and skills needed to achieve the desired learning outcomes. • Modifies the teaching plan based on evaluation of progress toward meeting the learning outcomes.

<p><u>Manager of Care</u></p>	<p>Collaboration</p> <ul style="list-style-type: none"> • Collaborates with others within a structured setting. 	<p>Management/Collaboration</p> <ul style="list-style-type: none"> • Provides assistive personnel with relevant instruction to support achievement of client outcomes. • Coordinates the decision making process with the client, significant support person(s), and other members of the healthcare team. • Works cooperatively with others to achieve client and organizational outcomes. • Collaborates with the client, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes. • Interacts creatively and openly with others to solve problems to achieve client goals and outcomes
<p><u>Member of the Discipline</u></p>	<p>Ethical/Legal/Values/Attitudes</p> <ul style="list-style-type: none"> • Demonstrates a commitment to caring, ethical responsibility, and respect for human dignity in nursing practice. • Adheres to standards of professional practice. • Practices nursing within legal, ethical, and regulatory frameworks. <p>Professional Responsibility and Accountability</p> <ul style="list-style-type: none"> • Demonstrates accountability for personal actions and behaviors. • Demonstrates knowledge for nursing and supporting sciences • Assumes responsibility for professional development and lifelong learning. 	<p>Ethical/Legal/Values/Attitudes</p> <ul style="list-style-type: none"> • Demonstrates a commitment to caring, ethical responsibility, and respect for human dignity in nursing practice. • Adheres to standards of professional practice. • Contributes to decision making relative to ethical issues for clients. <p>Professional Responsibility and Accountability</p> <ul style="list-style-type: none"> • Demonstrates accountability for personal actions and behaviors. • Demonstrates knowledge for nursing and supporting sciences • Pursues professional development related to health care.

POSSIBLE STUDENT SCHEDULE
Associate in Applied Sciences Nursing

*(Please note: the majority of students will complete
all courses except nursing prior to selection in order to be competitive for a slot.)*

Summer Quarter:

BIOL& 160	General Biology*	5
PSYC& 100	General Psychology	<u>5</u>
		10

Fall Quarter:

NURS 151	Concepts Basic to Nursing	11
NURS 152	Nursing Pharmacology	3
BIOL& 260	Microbiology	<u>5</u>
	Total Credits	19

Winter Quarter:

NURS 153	Common Health Alterations I	12
BIOL& 241	Anatomy & Physiology I	5
PSYC& 200	Lifespan Psychology	<u>5</u>
	Total Credits	22

Spring Quarter:

NURS 154	Common Health Alterations II	12
BIOL& 242	Anatomy & Physiology II	5
ENGL& 101	English Composition I	<u>5</u>
	Total Credits	22

*BIOL& 160 is waived if BIOL& 241, BIOL& 242, and BIOL& 260 have been successfully completed.

Summer Quarter: (Optional)

NURS 149	LPN to RN Transition	1
NURS 198	Personal and Vocations Relationships PN option	<u>3</u>
	Total credits	4

Fall Quarter:

NURS 251	Complex Health Alterations I	<u>13</u>
	Total Credits	13

Winter Quarter:

NURS 252	Complex Health Alterations II	13
NUTR& 101	Human Nutrition	<u>5</u>
	Total Credits	18

Spring Quarter:

NURS 253	Transition to Professional Practice	10
SOC& 101	Introduction to Sociology	5
PE	Any Activity Course	<u>1</u>
	Total Credits	16

Total Credits ***120***

NURSING PROGRAM COURSE DESCRIPTIONS

BIOL& 160

5 Credits

General Biology wLab

Prerequisites: ENGL 095 or placement in ENGL 101; READ 090 or placement in READ 120; MATH 093 or placement in MATH 098 or higher.

An introduction to the processes and principles that are common to all living things. The chemistry of life, cell structure and function, molecular basis of heredity, Mendelian genetics, and evolutionary theory are covered. This course is intended for, but not limited to, students intending to continue in biology or the health sciences. 4 lecture hours; 2 lab hours. Satisfies science or lab requirement area A distribution or specified elective for the AA degree.

NUTR& 101

5 Credits

Human Nutrition

Prerequisite: Grade of "C" or better in BIOL 100 or BIOL 101 or instructor permission.

A study of the structure, function, and metabolism of nutrients and their roles in preventing diseases related to nutrient deficiency in healthy people. Analysis of food labels and diet planning. This course is intended for science, non-science, and health sciences students. 5 lecture hours. Satisfies specified elective requirement for the AA degree.

BIOL& 241

5 Credits

Human Anatomy/Physiology I

Prerequisites: Grade of "C" or better in BIOL& 160 or BIOL& 221 within the last 5 years, or instructor permission.

An integrated study of the structure and function of the human body. The following systems are studied: integumentary, skeletal, muscular and nervous. 4 lecture hours; 3 lab hours. Satisfies specified elective requirement for the AA degree.

BIOL& 242

5 Credits

Human Anatomy/Physiology II

Prerequisites: Grade of "C" or better in BIOL& 160 or BIOL& 221 within the last 5 years and a grade of "C" or better in BIOL&241 within the last 5 years, or instructor permission.

A continued study of the structure and function of the human body. The following systems are studied: the cardiovascular, lymphatic, respiratory, urinary, water balance, pH, and reproductive. 4 lecture hours; 3 lab hours. Satisfies specified elective requirement for the AA degree.

BIOL& 260

5 Credits

Microbiology

Prerequisites: A grade of "C" or better in BIOL& 160, BIOL& 221 or CHEM& 121 or instructor permission.

Basic microbiological concepts and techniques. The role of microorganisms in health and disease. 4 lecture hours; 4 lab hours. Satisfies science or lab requirement area A distribution or specified elective for the AA degree.

CNA 102

9 Credits

Certified Nursing Assistant Training

Prerequisite: Students must submit to Washington State Highway Patrol Criminal Background Check; provide documentation of TB skin test/chest X-ray and Hepatitis B immunization; and instructor permission.

The learner is introduced to basic nursing care, resident rights, safety and emergency nursing procedures. Principles of therapeutic relationships and client care are presented as well as the legal/ethical issues related to nursing assistant practice. Students demonstrate competencies required to assist in giving basic nursing care to patients in long-term care agencies under the supervision of the instructor or licensed nursing staff. AIDS education and training (8 hours) and CPR certification (8 hours) are included. 5 lecture hours and 8 lab hours.

ENGL& 101

5 Credits

English Composition I

Prerequisite: Appropriate English placement test score or a grade of "C-" or better in ENGL 095.

ENGL& 101 emphasizes the basic rhetorical principles and development of expository and argumentative prose. Included is an introduction to the research methods necessary for evidence-backed writing. Skills gained in this course should help students improve their performance of such tasks as writing for a variety of purposes and audiences, as well as writing informative and persuasive essays and research-backed reports, projects and papers. 5 lecture hours. Satisfies writing skills requirement for the AA degree.

NURS 149 **3 Credits****Transition from LPN to ADN**

Prerequisites: Graduation from an approved practical nursing program. Current unencumbered Washington State LPN license. Acceptance into the ADN nursing program. Evidence of clinical practice within the last three years.

This course is designed to facilitate the articulation of the licensed practical nurse (LPN) into the role of student in the associate degree program. The student will be introduced to the philosophy, conceptual framework and major conceptual organizers of the Grays Harbor College nursing curriculum. The LPN is introduced to the expectations of students in clinical courses and evaluated regarding ability to use nursing process, perform sterile procedures, and administer medications safely. Students will receive instruction in and opportunity to practice intravenous therapeutics. 2 lecture hours; 2 clinical hours. Vocational program course. May be used as a general elective in the AA degree.

NURS 151 **11 Credits****Concepts Basic to Nursing**

Prerequisites: Acceptance to the Nursing Program. Documentation of current NA-C in WA State. Current CPR certification and immunizations on file in nursing office. Willingness to submit to criminal background checking. BIOL&160; PSYC& 100 with a grade of "C" or better.

Corequisite: BIOL& 260 or completion with a grade of "C" or better.

The student is introduced to concepts basic to nursing including nursing roles, communication; ethical, legal, values, and attitudes; critical thinking; nursing process with emphasis on health assessment; professional responsibility and accountability; adaptation and maintenance of homeostasis; nursing interventions for clients experiencing fluid, electrolyte, or acid-base imbalances, immobility; surgery, and pain. The client as a holistic being is the central focus with emphasis on the aging individual. Students will be given the opportunity to apply concepts and skills in selected health care facilities. The student practices communication, health assessment, administration of medications, and sterile procedures in the campus lab and in clinical settings. 5 lecture hours; 12 clinical hours. Vocational program course. May be used as a general elective in the AA degree.

NURS 152 **3 Credits****Nursing Pharmacology**

Prerequisites: Acceptance to the Nursing Program. Documentation of current NA-C in WA State. Current CPR certification and immunizations on file in nursing office. Willingness to submit to criminal background checking. BIOL& 1601; PSYC& 100 with a grade of "C" or better.

Corequisite: NURS 151; BIOL& 260 or completion with a grade of "C" or better.

The student examines the application of nursing process as it relates to pharmacology. Students will review basic math skills necessary for safe dosage calculations and learn pharmacology principles; legal considerations; and study of drug actions, adverse effects, and nursing implications of selected drug classifications. 3 lecture hours. Vocational program course. May be used as a general elective in the AA degree.

NURS 153 **12 Credits****Common Health Alterations I**

Prerequisites: NURS 151 and NURS 152 with a grade of "C" or better; BIOL& 260 with a grade of "C" or better.

Corequisite: PSYC& 200 and BIOL& 241 or completion with a grade of "C" or better.

The student will gain knowledge of nursing care of the client with selected common health alterations with nursing process and adaptation in health and illness as organizing frameworks. The focus includes concepts related to care of the normal childbearing family; chronic, stable mental health alterations; and cardiac, respiratory, endocrine (diabetes) system health alterations. The student has opportunities to integrate classroom concepts in acute and long-term care clinical settings. 6 lecture hours; 12 clinical hours. Vocational program course. May be used as a general elective in the AA degree.

NURS 154 **12 Credits****Common Health Alterations II**

Prerequisites: NURS 153 with a grade of "C" or better; PSYC& 200 and BIOL& 241 or completion with a grade of "C" or better.

Corequisite: ENGL& 101 and BIOL&242 or completion with a grade of "C" or better.

The student learns about nursing care of the client with selected common health alterations with nursing process and adaptation in health and illness as organizing frameworks. The focus includes concepts related to intravenous therapeutics, common childhood health alterations, gastrointestinal, musculoskeletal, and immune system health alterations, and care of the client with cancer. The student has opportunities to integrate classroom concepts in acute and long-term care clinical settings. 6 lecture hours; 12 clinical hours. Vocational program course. May be used as a general elective in the AA degree.

NURS 198 **1 Credit**
Personal and Vocational Relationships PN Option
Prerequisite: Completion of NURS 151, 152, 153, 154 and all prerequisite and corequisite courses with a grade of "C" or better.

This is an optional study course designed for nursing students wishing to take NCLEX-PN. It is approved by the Washington State Nursing Care Quality Assurance Commission to fulfill the requirements of the "Law as it relates to nursing practice in Washington State" WAC246-840-575 (3) Curriculum for approved nursing education programs: for practical nurse programs. This section of the Law requires practical nursing programs to include content about personal and vocational relationships and vocational and legal aspects of nursing. Vocational program course.

NURS 251 **13 Credits**
Complex Health Alterations I
Prerequisite: Completion of NURS 154 with a grade of "C" or better or Washington State LPN license and acceptance into ADN nursing program.
Corequisite: NUTR & 101 or completion with a grade of "C" or better.

The student learns advanced principles and concepts related to the care of adults adapting to multi-system, high acuity health alterations. Care of the client with complex cardiac, respiratory, neurological, renal, emergency, thermal, and traumatic health alterations is studied. The student integrates advanced nursing concepts in caring for clients adapting to complex and life-threatening health alterations. The student applies nursing process in specialty areas, acute care and in community settings. The emphasis is on caring for more than one client with complex nursing care needs. 7 lecture hours; 12 clinical hours. Vocational program course. May be used as a general elective in the AA degree.

NURS 252 **13 Credits**
Complex Health Alterations II
Prerequisite: Completion of NURS 251 and NUTR& 101 with a grade of "C" or better.

The student continues the study of advanced principles and concepts related to the care of adults to multi-system, high acuity health alterations. Concepts related to the care of high-risk childbearing and child rearing families are presented. Nursing process is applied to women and their families adapting to complications of pregnancy, delivery, and parenthood. Care of the child with complex health alterations is studied. Mental health concepts relating to the care of adults, families, and children with severe or life-threatening psychiatric disorders, and the care of adults with complex endocrine and hematological health alterations are examined. The student applies nursing process in specialty areas, acute care and in community settings. 7 lecture hours; 12 clinical hours. Vocational program course. May be used as a general elective in the AA degree.

NURS 253 **10 Credits**
Transition to Professional Practice
Prerequisite: NURS 252 with a grade of "C" or better.
Corequisite: SOC& 101 or completion with a grade of "C" or better.

The student has the opportunity to explore role transition from student to professional practice. Leadership and management concepts are studied as they relate to managing care for groups of clients. Guiding principles of the course include working with others, time management, power and influence, managing conflicts, problem solving, sound clinical decisions making, change process, and managing stress in the workplace. Current issues in contemporary nursing practice are studied as are legal and ethical issues affecting nursing. Concepts related to care of the children with complex health needs are also included. 4 lecture hours; 12 clinical hours. Vocational program course. May be used as a general elective in the AA degree.

PSYC& 100 **5 Credits**
General Psychology
Recommended Preparation: Placement in ENGL& 101.

An introduction to psychology utilizing lectures and group exercises. Deals with the psychology of behavior, development, learning, cognition, motivation and emotion, perception, memory, and both normal and abnormal personalities. Provides an overview of modern psychology in terms of biological, social and intrapsychic factors. 5 lecture hours. Satisfies social science distribution area D requirement or specified elective for the AA degree.

PSYC& 200 **5 Credits**
Developmental Psychology
Prerequisite: PSYC& 100 or instructor permission.

This course presents a comparative look at the various human development models. Students will have an opportunity to gain knowledge of the various stages of human development. This course typically fulfills basic requirements in human development for nursing, psychology and related occupations. 5 lecture hours. Satisfies specified elective requirement for the AA degree.

SOC& 101 **5 Credits**
Introduction to Sociology
Recommended Preparation: ENGL 095 or placement in ENGL& 101.

An introduction to the principles, concepts, theories and methods of the sociological perspective. Emphasis is placed upon relating sociological ideas to national, community, and individual levels. 5 lecture hours. Satisfies social science distribution area C requirement or specified elective for the AA degree.

IMPORTANT INFORMATION REGARDING LICENSURE

In order to minimize potential problems nursing graduates might experience in obtaining a nursing license, it is important to understand the relationship of nursing programs to the licensing process. Schools of nursing do not have the power to grant licensure as a Licensed Practical Nurse (LPN) or Registered Nurse (RN). The nursing program is approved by the Washington State Nursing Care Quality Assurance Commission (NCQAC) to provide education and training, which qualifies graduates to take a state licensing examination. In addition to completing a nursing education program, the Nursing Commission also has the right to inquire about aspects of your personal life that might have a bearing on your ability to practice as a licensed nurse. When you near completion of the nursing education program you will make application to the NCQAC to take your licensing examination. One part of this application asks you to answer “yes” or “no” to the following questions:

1. Have you ever had a license to practice nursing suspended or revoked?
2. Have you ever been convicted of a felony or misdemeanor other than a traffic violation?
3. Have you ever been addicted to drugs or been treated for addiction to drugs?
4. Have you ever been convicted of a violation of the Controlled Substances Act or any narcotic law?
5. Have you ever received psychiatric treatment or treatment for mental illness?
6. Have you ever received treatment for alcoholism?
7. Have you ever had a physical or mental condition that would now inhibit the practice of nursing?

You are encouraged to be honest in answering these questions. If you answered “yes” to any of the above, full details must be furnished to the Nursing Commission. The laws of Washington State do not allow community college programs to discriminate in their admission process based on difficulties in any of the areas covered by these questions. **Therefore, it is possible that a student could be admitted to, and successfully complete the programs and not be eligible for licensure.**

The Nursing Commission will not discuss the possible action it might take regarding eligibility for licensure until the time that the candidate makes official application for the examination. Therefore, if you have any questions regarding this requirement, it is recommended that you discuss these with the Program Director prior to entering the Nursing Program.

RISKS AND HAZARDS

Persons interested in a career in nursing need to be aware of potential hazards and risks inherent in the field. Nurses, including nursing students in clinical placements, work in many different environments, some of which are hazardous. Nurses and their clients are exposed to infectious diseases, radiation, hazardous equipment, and environments in which accidents can occur. Nursing students learn about minimizing safety hazards and preventing injury during the course of the nursing program. Nurses are not only responsible for their own safety but also for the safety of their clients. Failure to apply the principles of safety may result in serious and/or potentially life-threatening injury to the nurse, the client or other persons. Nursing students are held to the same standard as nurses. Safety violations that cause actual or potential harm to clients, self, or others will result in immediate dismissal from the nursing program. To reduce the risks and hazards, the following are required upon admission to the program.

NURSING STUDENT REQUIREMENTS UPON ADMISSION INTO THE NURSING PROGRAM

INSURANCE: LIABILITY, PERSONAL HEALTH/ACCIDENT AND VEHICLE

Students are required to carry Personal Health/Accident and vehicle insurance and are responsible for providing their own insurance coverage. A low cost injury and illness insurance policy is available to students through the college. Contact Student Services for more information. Student fees during the fall quarter include a charge for liability insurance

IMMUNIZATION REQUIREMENTS

The student must provide documentation of immunity (either record of immunization or positive titer) against diphtheria, tetanus, measles (rubeola), mumps, rubella, varicella (chickenpox), and hepatitis B. A yearly flu vaccination is required. Yearly TB skin testing using the two-step process or chest x-ray is required for all students. If positive, follow-up with a physician is required. Laboratory and x-ray results and/or physicians statement must be submitted to the Nursing Office prior to the beginning of clinical course work. **IMMUNIZATIONS MUST BE CURRENT TO PARTICIPATE IN CLINICAL COURSES.**

CARDIO-PULMONARY-RESUSCITATION (CPR.)

All students are required to provide documentation of current CPR Certification for Health Care Provider that is valid through the end of each year of the program. **CPR CERTIFICATION FOR HEALTH CARE PROVIDER'S MUST BE CURRENT TO PARTICIPATE IN CLINICAL COURSES.**

CRIMINAL BACKGROUND CHECKING

Pursuant to RCW 43.43.830.842, employees and volunteers who provide service to developmentally disabled persons, vulnerable adults, and/or children under the age of 16 MUST submit to a Washington State Patrol (WSP) Criminal History background check as a condition of service. Although not employees or volunteers of agencies, Grays Harbor College nursing students provide services during clinical experience to the populations of persons covered by this law. Thus, nursing students must submit to a WSP criminal history background check prior to being placed in clinical facilities. There is a \$10 fee for performing the background check. This fee is included with your first quarter's tuition fees.

The purpose of the background check is to identify convictions that would disqualify a person from working with the above named populations of persons. Information obtained from the background check is kept strictly confidential. The program director is the only person who has access to the information. The student with a disqualifying conviction needs to be aware that inability to be placed in a clinical facility may interfere with the student's ability to complete the program requirements and/or to qualify for licensure.

Upon acceptance into the nursing program the student will be provided with the necessary forms. The completed forms are sealed in an envelope provided and returned to the nursing program for on-line screening.

NURSING PROGRAM POLICIES

TRANSPORTATION

Students are responsible for their own transportation and for complying with parking regulations on campus and in the assigned clinical agencies. The nursing program will attempt to schedule classroom and clinical sites as close to the college campus as possible. However, some distant sites outside our community are required.

STUDENT MAILBOXES

Each student is provided with a locking mailbox for confidential documents. Instructors will use the mailboxes to return papers, test results and other confidential information. Students will be issued one mailbox key. Student will be charged a fee for replacing lost keys. Upon exit from the program, it is the responsibility of the student to return their mailbox key. **Please check mailboxes regularly and respect the privacy of other students.**

PHONE LIST

A list of phone numbers, addresses, and e-mail addresses is compiled quarterly and distributed to nursing faculty and students. Students may decline publication of any or all of this information. Student or faculty information may not be released to others without oral or written consent of the individual.

HEALTH SCIENCES DISCUSSION BOARD

The Health Sciences Discussion Board is available on the Grays Harbor College web site at <http://classweb.ghc.edu/wb/default.asp?boardid=nursing&action=0>. All nursing students are required to create an account and to log on regularly to receive information about course requirements, assignments, and other information of importance to the students, faculty and staff of the nursing program. Students who do not have access to the internet from home may use the Grays Harbor College computer labs or computers at the public library. Students are accountable for all information posted on the Discussion Board.

The nursing faculty considers the Board an extension of the classroom. It is a forum for communication, discussion, and learning. It is not a chat room. Because nursing students' time in the nursing program is designed to socialize them to the profession of nursing, the faculty expects students to use the principles of professionalism in their postings.

- Postings must be written using correct grammar, spelling, and punctuation.
- Students will apply principles of critical thinking in their postings.
- Discussions must reflect breadth and depth of knowledge about the topic.
- Please use e-mail for personal messages.
- Anonymous posting are unacceptable as are pseudonyms designed to hide the identity of the person posting.
- Discussions will be respectful of others.
- Derogatory remarks or language will not be tolerated.
- Students will apply principles of confidentiality when using the web board: using names of clients or facility staff is unacceptable.

PRINTING MATERIALS (CONSERVING PAPER)

Faculty members post resource materials on the web board for student use in their classes. Faculty are asked to conserve paper by not posting full PowerPoint files; please post PowerPoint files as word documents saved in rich text format.

Students may use the printers in the computer labs in the MIB or in the Library to print materials for class. Remember to print only what you need and not to waste paper.

PERSONAL REFERENCES

The nursing faculty is happy to provide personal references for nursing students. Please submit a request for a reference **in writing**, preferably one month in advance of the date it is needed. Include the person to which the letter is to be addressed, the nature of the reference (for a scholarship application, position in nursing, admission to a baccalaureate program, etc.), and whether you want the letter sent directly or returned to you to send.

CELLULAR PHONE USE

Cell Phones are not allowed in the classroom; kindly silence them before class.

NURSING CAMPUS LABORATORY

The nursing lab located in Room 2106 is available for skill demonstration, practice, and testing. Professional behavior is expected at all times. Professional business attire with lab coat and sturdy shoes or full uniforms is required attire in the lab. Students must follow basic safety rules, including use of correct body mechanics to prevent injuries. When appropriate barrier protection such as the use of gloves is essential. Confidentiality must be maintained, skills practiced using accepted standards, and the area maintained in a neat and orderly manner. It is every student's responsibility to take care of the equipment and supplies so they are available for future use. All items used in the lab must be returned to their proper storage location. The nursing program maintains a "no invasive procedures" policy. Students **may not** do injections or other skills on each other or on health care facility staff in which the skin or mucous membrane are penetrated.

ATTENDANCE

Clinical

Attendance is **required** at all scheduled campus and clinical labs. Students may miss the equivalent of one week of clinical per quarter. For example, if the student's clinical is one 12 hour day per week, the student may miss a maximum of one day per quarter; if the student's clinical is two six hour days per week, the student may miss a maximum of two days per quarter. Students are **required** to notify their clinical instructor and the facility (if applicable) prior to the beginning of the experience. There is no opportunity to make-up missed campus or clinical lab experiences. The student who misses more days than allowed by this policy may be subject to dismissal. Students who wish to appeal the attendance requirement must submit to the Nursing Program Director within two days a formal request for an exception that details the circumstances.

Students are expected to be on time and to be present for the entire scheduled clinical/lab time. You will NOT be excused from required courses for routine medical or dental appointments.

Please make your appointments for times when you do not have classroom or clinical obligations.

At the discretion of the clinical instructor, arriving late or leaving early may be counted as an absence. Students who are unprepared for the clinical experience or who are inappropriately dressed may be sent home and it will be considered an absence.

The clinical instructor reserves the right to dismiss the student from a clinical experience if his/her apparent condition may interfere with ability to perform safe nursing care or put his/her own health at risk. Students are reminded of the importance of staying home when ill especially if there is a possibility of transmitting infection disease. This will be counted as an absence. Unexcused absences are unacceptable; one occurrence may result in the student being dismissed from the program.

Notification of absence

When a student cannot be present or will be late for a campus laboratory or clinical assignment, the following is required:

- Notify the clinical instructor ***AND*** the clinical agency prior to clinical assignment. Instructors will notify you at the beginning of the course if there are other expectations.
- Notify the nursing department ***BEFORE*** the time you are scheduled for campus lab.

Theory

Students are expected to attend all theory classes. Attendance is highly correlated with success in a course. Some classes may be mandatory and students are **required** to attend. Make-up assignments will be made at the discretion of the nursing instructor. Students will be provided with a calendar of theory and clinical at the beginning of the course.

RETURN TO CLINICAL AFTER ILLNESS

Medical conditions that may arise during a student's enrollment in the nursing program can pose a safety issue for the student, patients, and/or others. Therefore, to ensure the safety of the student, their patient, and/or others, the student may be asked to submit to the program director a written and signed statement from the student's health care provider verifying that the student is safe to return to clinical practice and can safely perform the functions of nursing. The statement will be maintained in a confidential file in the Nursing Office and must be submitted before the student can resume clinical practice and/or returns to the program after illness. Students may appeal this requirement by submitted a written request to the Dean for Workforce Education. See "Grievance Procedure" on page 29 of the Handbook.

HEALTH HISTORY

It is the student's responsibility to advise the Director and/or clinical instructor of any health concerns which may interfere with clinical performance. This information will remain confidential. To ensure the safety of the student, their patient, and/or others, the student may be asked to submit to the program director a written and signed statement from the student's health care provider verifying that the student is safe for clinical practice and can safely perform the functions of nursing. It is your responsibility to contact the office of Disability Services at 538-4068 if accommodations are necessary for your health.

BAD WEATHER CANCELLATION

During periods of inclement weather, it may be necessary to cancel or alter the start time of campus classes. Nursing classes will be cancelled when Grays Harbor College is closed for inclement weather. Listen to the radio for announcements to this effect. The nursing faculty may also choose to cancel or alter the start time of clinical during inclement weather and students will be notified by their clinical instructors in that case. Be sure the nursing program has your current phone number. Your phone number will be released with your written consent only.

SMOKING POLICY

Smoking is allowed in **designated smoking areas only** at both clinical sites and on campus. Students are reminded that Grays Harbor College prohibits smoking within 25 feet of entrances to its buildings. Smoking cessation resources are available for those who decide to stop smoking.

CHILDREN IN NURSING LABORATORY AND CLASSROOMS

Children are not allowed in classrooms, campus lab, health care facilities, or resource areas. It is dangerous and there is no one to watch them when you are busy. Only individuals officially registered for a course may attend classes, labs, or clinics. **It is your responsibility to obtain alternate care for your children.**

EATING AND DRINKING

Students are allowed to eat and drink in the classroom at the discretion of the instructor. Failure to keep the environment clean will result in the loss of this privilege. Food and drinks are **not** allowed in the skills lab.

GIFTS

Professional relationships require that appropriate boundaries be maintained to ensure objectivity so that services are delivered in an unbiased manner. The nurse-client relationship is not a social one. Therefore, professional nurses do not accept gratuities from clients for their services. Likewise, students and nursing faculty work closely together in a professional relationship. The student-faculty relationship is not social. Students often wish to express their appreciation to the faculty and staff at the end of a quarter. Small tokens of appreciation such as a greeting card are acceptable but we kindly request that students not give gifts to individual nursing faculty members. Again our goal is to be objective in providing a service to the student in an unbiased manner. Thank you for respecting this professional principle.

DRESS CODE

All students are expected to adhere to the following dress code which reflects the standards of the nursing profession

Uniform:

- White shirts/tops and full-length navy blue pants or skirts are of official uniform type and of good quality opaque fabrics.
- Uniforms and professional business attire are clean and wrinkle free.

- Grays Harbor College nursing patch (available from the bookstore) is attached securely (not pinned), on the left sleeve of the uniform and lab coat.
- A watch with a second hand must be worn with the uniform.
- White or mostly white leather shoes that completely cover the feet are worn. Shoes are kept clean and polished. Clogs with open heels or canvas shoes are unacceptable.
- Sweaters and socks are white; hosiery is white or light colored.
- Official GHC nursing student name pin is worn at all times.
- Professional business attire and white lab coat with name pin and nursing program patch are worn when doing research in the health care facilities (e.g. during clinical preparation) or when using the skills lab. Khaki's, slacks, crisp cotton shirt with a collar or a polo shirt and sturdy shoes are appropriate. Casual clothing such as shorts, jeans, t-shirts, or sweats is unacceptable.
- Students follow clinical facility dress code policies in settings where uniforms are not worn.

Grooming and Jewelry:

- Hair is clean, neatly groomed, and restrained off the collar. Facial hair must be kept neatly trimmed. Beards and mustaches must be sufficiently short to be fully covered when assigned to the operating room or other environments where masks are worn.
- Fingernails are no more than 1/8th inch above the fingertip, clean, and well groomed. If polish is used, it is clear or neutral and without chipping or peeling. Acrylic or other artificial nails are unacceptable.
- Odors such as cigarette smoke or strong perfume that are offensive to others may result in the student being sent home
- Jewelry is limited to one pair of *small earrings* in the earlobe and wedding rings.
- Studs or other jewelry in other visible body parts (nose, tongue, eyebrows, pinna of the ear, etc.) are unacceptable and must be removed prior to entering clinical facilities or the campus skills lab.
- Visible tattoos must be covered while in clinical facilities or campus lab.
- Gum chewing is unacceptable during clinical preparation in a clinical facility or during clinical.
- Violations of the dress code will be noted in the Clinical Appraisal Tool (CAT).

PARTICIPATION ON NURSING PROGRAM GOVERNANCE

Class representatives of both years of the program will be selected by the class to attend the Nursing Faculty Organization on the first Monday of each month. Representatives bring issues of concern of their fellow students regarding policies and practices of the nursing program for discussion and resolution by the faculty group. The faculty values student participation and feedback for improvement. Complaints about nursing program personnel are inappropriate for this forum and should be brought in private to the person involved.

STUDENT NURSES' ASSOCIATION OF GRAYS HARBOR COLLEGE

The Student Nurses' Association is the official student nursing organization at Grays Harbor College. All nursing students are members of the SNA. Information about meetings and activities is posted on the SNA bulletin board in the nursing lab and on the Health Sciences Discussion Board.

The purpose of the Association is:

- To assume responsibility for contributing to nursing education in order to provide for the highest quality health care.

- To provide programs representative of fundamental and current professional interest and concerns.
- To aid in the development of the whole person, and his/her professional role, and his/her responsibility for the health care of people in all walks of life.

The function shall include:

- To have direct input into standards of nursing education process.
- To influence health care, nursing education, and practice through legislative activities as appropriate.
- To promote and encourage participation in community affairs towards improved health care and the resolution of related social issues.
- To represent nursing students to the consumer, to institutions, and to other organizations.
- Promote and encourage student's participation in interdisciplinary activities.
- To promote and encourage recruitment efforts, participation in student activities, and educational opportunities regardless of person's race, color, creed, sex, lifestyle, national origin, age, or economic status.
- To promote and encourage collaborative relationships with nursing and related health organizations.

PAPER ORGANIZATION, REFERENCE FORMATS, AND WRITING PORTFOLIO

APA formatting is required for all formal papers and reference citations in the nursing program. Please see pages 44-45 for the “APA Checklist” and “Rubric/Criteria for Nursing Papers”. All nursing faculty use these rubrics to grade required papers.

Students are required to write one formation scholarly paper each quarter. Students will maintain a **Writing Portfolio** in which every formal written paper along with the instructors' completed APA Checklist and Rubric/Criteria forms. All written papers are submitted to the assigning instructor in the Portfolio and returned in the Portfolio after grading.

STUDENT SERVICES

DISABLED STUDENT SERVICES

Any individual who has a documented disability, which might interfere with his or her ability to fully participate in a class, may be eligible for accommodations. Feel free to contact the instructors as soon as possible or contact the Disability Support Program located on campus in Student Services (HUB), Room 119. Any information regarding disability will be kept confidential.

FINANCIAL AID

All financial aid information and transactions are handled through the Financial Aid office located in the HUB. Contact that office as early as possible to initiate the application process. Numerous nursing scholarships are available. Information is available from the Financial Aid office or from the Nursing Office.

TUTORING

Tutoring is available for most nursing program support courses. Tutoring services are located in the Learning Center on the lower level of the library. We are committed to working with you as you progress toward successful completion of your goals as a professional nurse. **Please seek help immediately if you are having any problems.**

LIBRARY

The library staff is available to assist the student to find the resources available to complete assignments. The instructors place articles, audiovisuals, and other references on closed reserve for student use in the library. Ask the library staff for assistance. Several databases to search for reference material are available on-line at the Grays Harbor College library web site, <http://www.ghc.edu/library/home/index.htm>.

COUNSELING AND ADVISING CENTER

The goal of the Counseling and Advising Center is to provide a positive and approachable environment for all students and members of the College community

Academic Counseling

Examples of issues:

- A student who is having trouble with time management
- A student who is trying to decide where to transfer to
- A student struggling with test anxiety
- A student who is struggling academically
- A student who is having a conflict with a faculty member

Career Counseling

Examples of issues:

- A student who is undecided about a major
- A student exploring career directions

Personal Counseling

Examples of issues:

- A student who is struggling with a difficult living situation
- A student struggling with marital issues

- A student dealing with general anxiety and stress
- A student who is grieving a loss
- A student who is experiencing depression

Personal counseling – can do up to 8 sessions. In cases where more is needed, the center refers students out if possible. Students can make appointments with counselors by calling 538-4099 or drop in between 9-3 daily. All counseling is confidential unless the student is a clear and present danger to self or another person or the center learns of sexual abuse to a minor or elderly person.

Counseling offices are located across from Admissions and Records near the bookstore

OTHER ACADEMIC AND PERSONAL ASSISTANCE

Childcare is available on campus Monday through Friday from 7:00 a.m. to 9:30 p.m. Students needing assistance with job placement or with job search skills will find that help is available in the Job Placement Office. For further information on these and others services refer to the current Grays Harbor College Catalog.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Academic freedom

- Students have the right to free inquiry, expression, and peaceful assembly within nursing facilities according to program policies.
- Students have the right to a learning environment that is free of unlawful discrimination and sexual harassment.
- Students are protected from academic evaluation that is arbitrary, prejudiced or capricious, and are responsible for meeting the standard of academic performance established by the nursing program faculty.
- Students have the right to be treated with respect and dignity as a unique human person.
- Students have the right to make mistakes and be responsible for them.
- Students have the right to privacy of personal information.
- Students have the right to be free of discrimination on the basis of age, color, creed, disability, gender, marital status, national origin or ancestry, race, religion, sexual orientation, or veteran status.
- Students have the right to participate in nursing program planning.

Information and feedback

- Students have the right to receive timely feedback about their progress in the program.
- Students have the right to clear directions about assignments and expectations.
- Students have the right to have paperwork graded and returned promptly.
- Students have the right to review exams after grading.

Due process

- Students have the right of due process. No disciplinary action may be imposed without written documentation of the nature of the charges.
- Students have the right to be informed of the due process procedures of the nursing program.
- Students have the right to read documentation kept in their program files (clinical appraisal tools, memos regarding concerns, quality assurance memos, etc.).

Grievances

- Students have the right to express and resolve misunderstandings, complaints, and grievances according to the nursing program grievance procedures.

Campus speakers

- The Student Nurses Association of Grays Harbor College has the right to invite outside speakers to speak to their group on campus subject to funding, space availability, and compliance with college procedures.

ETHICAL GUIDELINES

Ethics are principles of conduct that govern individual behavior. The professional associations in nursing have established the following ethical standards for nurses, to which students are expected to adhere.

American Nurses Association Code for Nurses 2001 states:

- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
- The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse owes the same duty to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

HONESTY AND INTEGRITY

All breaches of ethical behavior will be considered extremely serious and the consequences of such actions will jeopardize the student's enrollment in the program. Violation in any of these areas may result in immediate dismissal from the program. Students are required to report any unethical behavior to the appropriate instructor. Students who have knowledge of unethical behavior and choose not to report it will be considered in violation of these policies and will be subject to immediate dismissal from the program.

Students are expected to abide by the following ethical guidelines:

- Use their own knowledge and skill to complete examinations and clinical assessments without referring to others' answers, old examinations, class notes, or other references, unless specifically directed to do so by the instructor.
- Use their own knowledge to write major papers or compile research information. They shall not plagiarize, quote, or copy other persons' work without giving proper recognition as stated in a standard manual on style.
- Perform only those therapeutic procedures for which they are competent and for which they have been specifically trained. They shall always consult with a clinical supervisor if in doubt regarding a procedure or treatment.

- Respect the opinions of instructor and other learners, even though they are not in agreement. They shall not insult, slur, or degrade instructors, other health professionals, or fellow students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification, but does modify the manner in which the question or clarification is brought forth.)
- Respect ALL confidential information regarding patients/clients. Information regarding any patient/client shall be shared only in the classroom or private areas in the clinical setting, and only in an objective manner. They shall refer to patients/clients by initials rather than by name on written reports used outside of the clinical facility. All information regarding clients is considered confidential and must be treated in the strictest confidential manner.
- Be honest in all documentation and shall not alter records in any way.
- It is unacceptable to make copies of patient's medical records for personal use.

The above guidelines are in no way exhaustive of all the situations with ethical implications. Students are held accountable for any breach of ethical behavior and may be subject to immediate dismissal from the program.

GRIEVANCE PROCEDURE

Students have the right to express and resolve misunderstandings, complaints, and grievances according to the following grievance procedures:

- The student meets with the instructor to attempt to resolve the problem.
- If no resolution is reached, the student informs the instructor of the intent to appeal the decision and to meet with the Nursing Program Director.
- The Director meets with the student and the instructor to review the problem.
- If no resolution is reached, the student may appeal the decision to the Dean of Workforce Education.
- If no resolution is reached, the student may contact the Vice President for Instruction and/or the Vice President of Student Services to explore additional avenues available for appeal at Grays Harbor College.

COMMUNICATION AT CLINICAL FACILITIES

Although students assume responsibility for their assigned patients while in clinical setting, the agency never relinquishes total patient responsibility. In most agencies, the student is required to obtain information from the staff nurse regarding a patient before giving care. Prior to leaving the agency, students are required to "report off" which means to describe and explain their client care to the staff nurse who is assigned to that patient and to the clinical instructor. Students must maintain confidentiality of information acquired in the role of nursing student. Students are expected to conduct themselves according to the policies of the clinical agency. All of the agency's rules and regulations apply to Grays Harbor College students. Nursing students are held to the same standard as the professional nurse performing within their scope of practice.

PROTECTION OF PATIENTS

Students who have infectious conditions that may be transmitted to clients **MUST** notify their instructor prior to entering the health care facility in order that appropriate arrangements can be made.

PROGRESSION AND RETENTION POLICIES

GRADE REQUIREMENTS

A minimum grade of “C”(not C-) is required in all required support courses and a B- (not C+) in all nursing courses

ATI TESTING

Students pay a quarterly fee of \$70 for the services of Assessment Technologies Institute (ATI). ATI is a testing and remediation program that prepares students to successfully pass the licensure exam after graduation. Students will be tested throughout the program and will receive review books and DVDs to assist them in remediating any weak areas.

Procedures:

1. Students must take and achieve 90% on assigned practice tests (fundamentals, medical-surgical and pharmacology only) by the established deadline. Practice test IDs and passwords will be posted on the web board.
 - a. The Fundamental practice test will be posted the end of winter quarter of first year. The proctored exam will be scheduled for the end of that spring quarter.
 - b. The Pharmacology practice test will be posted during the summer between first and second year. The proctored exam will be scheduled for the end of fall quarter of second year.
 - c. The Medical-Surgical practice test will be posted late in fall quarter of second year. The proctored test will be scheduled during winter quarter.
2. Students are encouraged to review the ATI books and DVDs prior to the proctored exams in other content areas.
3. Students may take the practice tests as often as necessary to achieve the required score. However, they must be spaced at least 72 hours (3 days) apart.
4. Students must take the proctored test at the time scheduled. One makeup date will be scheduled for those with excused absences
5. Students must meet the benchmark of an individual score at Level 2 or higher on all proctored exams. Levels of achievement are determined annually by ATI and will appear on the student's performance profile at the end of the exam.
6. Failure to meet the benchmark requires remediation. A plan for remediation will be turned in to the student's clinical instructor. The plan must detail the areas that need to be reviewed and a specific plan about how to do this.
7. When the student has completed the plan as approved by the instructor, the student must take an assigned practice test with a score of 98% or higher.
8. Students must meet the benchmark of Level 2 on the proctored exam or 98% on the practice exam to receive a grade for the course. Students failing to meet the benchmark by the end of the quarter will receive an *incomplete* for the course.
9. Grades of *incomplete* must be resolved before the next quarter starts to continue in the program.

GRADING SCALE

The theory grade for the quarter is an average of the unit grade and final exam grades. Each quarter the grade for one unit of study will include a unit exam worth 70% and a written scholarly paper worth 30%.

<i>Passing</i>		<i>Not passing</i>	
A =	94-100%	C+ =	77-79.9%
A- =	90-93.9%	C =	74-76.9%
B+ =	87-89.9%	C- =	70-73.9%
B =	84-86.9%	D =	65-69.9%
B- =	80-83.9%	F =	64.9% or lower

GRADING POLICY

The following procedure is used by all faculty members when calculating grades: unit and final course grades are recorded as they are earned and rounded to tenths (e.g. 86.5). Exams grades comprise 100% of the unit grade*. Homework, attendance or any other points available in a unit of study will be awarded **only** after the student achieves 80% on the unit exam. The maximum grade that can be earned for a unit of study is 100%. *Each quarter the grade for one unit of study will include a unit exam worth 70% and a written scholarly paper worth 30%.

Grades are available within seven (7) days of an exam. All grades are posted on the Health Sciences Discussion Board using a pseudonym, placed in the student's locked mailbox, or hand-delivered. Students will be given an opportunity to review exams after grades are posted and all students have completed the exam. Method of test review is at the discretion of each individual faculty member.

REQUIREMENTS

1. Average of 80% (B-) or higher in theory in order to progress to the next quarter of the program which correlates well with the minimum passing standard on the licensure exam.
2. Passing grade in clinical in order to progress to the next quarter of the program.
3. Failure in clinical will result in a grade of C+ (failure) for the course.
4. Active class participation.
5. Satisfactory completion of any assigned written and/or presentation projects as directed by the instructor. The instructor reserves the right to deduct points or assign a grade of "0" from assignments turned in late.
6. Assigned homework, papers and other projects are required. Failure to complete and turn in assigned work will result in a grade of *incomplete* for the course.
7. Grades of *incomplete* must be resolved before the next quarter starts to continue in the program.

Students are reminded that the nursing program is demanding. Success may require readjusting work schedules and other demands on their time to allow adequate study time.

HIGH SCHOLARSHIP

A student who completes twelve or more credits hours of courses and earns a grade point average of 3.5 or higher in any one quarter will be placed on the President's List. The student's transcript will be endorsed HONOR ROLL for that quarter.

AT- RISK STUDENTS

At- Risk students are those who achieve near or below the passing standard for unit and course grades. The purpose of this procedure is to assist students by addressing areas of deficiency and enhancing the potential for success.

Procedures:

1. Students who have earned a failing grade in one or more unit exam or who are not meeting the competencies in clinical will be identified as At- Risk.
2. The director or her designee (clinical instructor) will meet with the student to identify factors contributing to the poor classroom/clinical performance.
3. Factors affecting performance will be listed in writing and a plan for remediation will be initiated.
4. The remediation plan will be developed jointly by the student and the director/designee.
 - a. Measurable goal/s
 - b. Hours of study and/or hours of skills practice
 - c. Topics, content, or skills list
 - d. Mentor, support person, study group, assistance of faculty or lab personnel
 - e. Methods of stress relief
 - f. Resources as described in #6
 - g. Evaluation and revision (following next exam/clinical if applicable) as in # 5
5. Implementation and evaluation of the plan will be tracked by the student's clinical instructor with documentation of student's compliance with the plan and any modifications necessary to further assist the student to be successful.
6. Examples of resources to assist students:
 - a. Counseling Center
 - i. Personal counseling
 - ii. Test anxiety
 - iii. Time management
 - b. Disability Services
 - i. Accommodations
 - c. Tutoring Center
 - i. Study skills
 - ii. Math, writing assistance
 - d. Financial Aid
 - i. Financial Aid Office
 - ii. Brenda Richardson – assistance with FAFSA or scholarship application
 - iii. Jen Anderson – Opportunity Grant
 - iv. GHC Foundation – scholarship information

EVALUATION AND TESTING

Evaluation:

Evaluation criteria for every nursing course will be found in the course syllabus.

The instructors will follow these criteria closely when they evaluate your work. It is to your benefit to be completely familiar with the evaluation criteria and ask questions early if you have concerns. For Further Information, contact your instructor or the Nursing Program Director.

Testing Conduct:

You will be given a variety of different types of exams to evaluate your learning.

Specific rules governing these exams will be provided as appropriate. The policies that govern testing include:

- Be on time. Students who are late will be penalized as follows. The penalties apply for each quarter and are not cumulative. The first time a student is late for a test within a quarter will result in a 5% reduction in the grade. The second time a student is late for a test will result in a 10% reduction. The third time a student is late for a test will result in a grade of 0%.
- Once the exam begins you may not leave the room. Take care of personal needs prior to the start of the test.
- Call the department and leave notice if you are not able to be present for the test.
- Do not bring personal items to exams (e.g. books).
- Do not talk with others during exams.
- Raise your hand and wait for the instructor if you have questions.
- Return your test and answer sheet to the instructor before leaving the room.
- Avoid disturbing others when leaving the room.
- Do not congregate outside the classroom, as this is disturbing to those still completing the exam.
- Take-home exams must be completed as instructed and returned no later than the designated time.
- The instructor reserves the right to deduct points or assign a grade of "0" for take home exams turned in late.
- If a calculator is necessary, you may only use a standard calculator. No phones, PDAs, scientific calculators, or other electronic equipment may be used during an examination unless authorized by Disabled Student Services.

TEST REVIEW

All students are entitled to review the results of their examinations. The date, time, and method used to review the examinations will be at the discretion of each individual instructor.

MAKE-UP EXAMS

The testing schedule is published by the first day of the quarter. If a test is not taken on the scheduled date, penalties will be imposed as follows. The penalties apply for each quarter and are not cumulative. The first missed test within a quarter will receive a 5% reduction. The second missed test will receive a 10% reduction. The third missed test will result in a grade of 0%. An arrangement to make up a test is the student's responsibility. Test must be made up within 2 days of the scheduled date. Students who believe they have extenuating circumstances may appeal this policy in writing within 2 days of the original scheduled test date to the instructor involved. Please provide adequate documentation to enable the Nursing

Faculty Organization to make a reasonable decision. Each appeal will be considered on a case by case basis.

Attendance is mandatory for ATI proctored tests. In the event of absence, students who fail to make up the test within 2 days of the scheduled test date will receive a reduction of 2% point on their final course grade for each test missed.

WARNING

Warning is used within the Nursing Program to alert the students to deficiencies that could result in failure to achieve the above Grade Requirements if corrective action is not taken. Letters of warning will delineate the problem and specify the corrective actions that must be taken. In addition, the letter will state the consequences of failure to correct the deficiency. The warning period will extend to the end of the current quarter unless otherwise specified in the formal notification. Warning is allowed only once during the course of the entire program.

DISMISSAL FROM THE PROGRAM

Students who fail to achieve and maintain the nursing program Grade Requirements will be dismissed from the program. Grades of "Incomplete" must be resolved prior to the start of the next quarter to enable the student to remain in the program. The student *must* send a letter to the Nursing Program Director indicating their intent to seek readmission to the program and to repeat a course. Upon receipt of the letter, a slot in the course offered during the next academic year will be held for the student on a space available basis. In the event that a nursing student fails a nursing core or support course, they will be dismissed from the program. The student will have one opportunity for re-admission into the Nursing Program. Students who leave the program for longer than one year after exiting must restart the entire program.

Students may also be dismissed from the program for violations of ethical, legal, or safety standards of the profession when these violations are such that they could result in actual or potential harm to an individual.

REPEATING COURSES

It is the policy of the program that nursing theory and clinical components of courses must be taken concurrently. In the event that a student should pass theory and fail clinical or vice versa, the entire course must be retaken.

WITHDRAWAL

In the event that a student withdraws from the nursing program, the student will have one opportunity to be re-admitted on a space-available basis.

LEAVE REQUESTS & READMISSION TO PROGRAMS

Students ***in good standing*** who must exit the program for personal reasons must submit a letter to the Nursing Program Director regarding their intent to leave the program. The student must submit an letter requesting readmission the following academic year. Students are readmitted on a space-available basis. Students who leave the program for longer than one year after exiting must restart the program.

REQUIREMENTS FOR GRADUATION

All students who believe they have met the requirements of a degree or certificate from Grays Harbor College are required to submit a Petition for Graduation to the Admissions Office at least one quarter before graduating. The college transcript evaluator will conduct a degree audit to determine whether the student has earned the degree or certificate for which he/she is applying. Upon completion of the program requirements, an Associate of Applied Science in Nursing is awarded to ADN students, and a Certificate of Completion in Practical Nursing is awarded to PN students.

It is recommended that ADN students who are contemplating transfer to a four-year college or university complete an Associate of Arts Degree. Please see your advisor for more information.

LICENSURE REQUIREMENTS

The nursing program will assist students who are in the final quarter of the nursing program to complete two applications necessary to become licensed as LPNs or RNs. You must apply to the Washington State NCQAC to become licensed in this state. Application forms are available at <http://www.doh.wa.gov/hsqa/Professions/Nursing/default.htm> . If you wish initial licensure in another state you can find contact information about boards of nursing on the National Council of State Boards of Nursing webpage at <http://www.ncsbn.org> . You must also apply to take the licensure exam (NCLEX-PN or RN either on line at the <http://www.ncsbn.org> , by phone, on-line, or by mail. It is your responsibility to authorize an official Grays Harbor College transcript to be sent to NCQAC as directed in the application. The nursing program will assist you in the application process. Please note: transcripts sent to the NCQAC must show the degree or certificate earned. The petition to graduate cues Admissions and Records to record the degree/certificate on the transcript.

RESPONSIBILITY OF NURSING PROGRAM UPON GRADUATION

The program director is responsible to send a Certification of Completion form to the Washington State Nursing Care Quality Assurance Commission. The form will be sent once documentation of program completion has been received from the college transcript evaluator. ***Student are reminded that they are responsible for authorizing the college Admissions Office to send an official transcript to the Washington State Nursing Care Quality Assurance Commission after the degree is posted. Forms are available in the Admissions Office for this purpose.***

Grays Harbor College will not release transcripts of any student with outstanding financial obligations to the college.

CLINICAL EVALUATION GUIDELINES

MONITORING AND EVALUATING NURSING STUDENT COMPETENCIES

Learning outcomes also referred to as competencies, provide direction for learning and evaluation of learning. At Grays Harbor College, nursing competencies are organized around the abilities of nurses students to *provide care*, to *manage care*, and to function as a *member of the discipline* of nursing. Faculty members guide students in achieving these competencies by providing repeated opportunities to practice nursing skills. Through observation of students' performance, faculty members determine whether students have gained the competency necessary to advance to the next level of the program and ultimately whether the student is ready to enter nursing practice. Clinical Appraisal Tools (CAT) for each clinical course list the competencies necessary for advancement and graduation.

Pat Benner in her classic work *From Novice to Expert* (1984), identifies the new graduate of a nursing program as a NOVICE. This is a nurse with no nursing experience who needs rules to follow and close supervision and assistance to guide actions. Graduates of the Grays Harbor College nursing program are prepared to enter nursing practice at the NOVICE level. As nurses gain experience in practice, they grow and develop from novice to advanced beginner to competent to expert.

Competency is defined as practice at a minimum standard that protects the public. Competency is gained with repeated opportunities to perform a skill. One opportunity to demonstrate does not ensure competence. Therefore, students' performance must be monitored and documented repeatedly during the process of learning. Nursing students are expected to demonstrate competence for entry into practice at the NOVICE level.

It is the responsibility of the student to maintain their own personal Skills Checklist. These forms are provided at the beginning of the first quarter of the program and are utilized throughout the program to document skills performance. Prospective employers are interested in seeing what types of experiences you have had in school and may ask to see your Skills Checklist during interviews.

ESSENTIAL ABILITIES

The nursing program curriculum requires the student to participate in a broad range of experiences essential to learn the skills and functions of nursing. In order to satisfactorily acquire and perform the functions of the nurse, certain abilities are essential to complete the program requirements. In addition, these abilities are essential to ensure the health and safety of patients, peers, facility staff, and faculty. The essential abilities include but are not limited to the following.

Motor Skills

The student must

- be able to stand, stoop, squat, sit, and/or bend for adequate time periods to complete essential nursing functions.
- have sufficient motor skills to assist patients in moving, for example from bed or gurney to chair, bedside commode and/or wheelchair.

- have sufficient motor skills to perform all nursing skills correctly, accurately, and safely.
- have sufficient motor skills to assist patients in emergency situations in which basic life support, including CPR, must be performed.

Sensory/observational

The student must

- be able to acquire information from demonstrations and experiences in campus and clinical laboratory learning environments.
- be able to make accurate observations of patients using sight, hearing, smell, and touch.

Communication

The student must

- be able to communicate effectively in writing and orally with patients and their families, peers, faculty, and other professionals.
- be able to clearly express ideas and feelings and to read and write in English.

Cognition

The student must

- be able to accurately measure, calculate, and reason.
- be able to read, understand, and apply complex and extensive written materials.
- be able to apply principles of critical thinking in the classroom and clinical settings.

Behavioral/Emotional

The student must

- have the emotional stability to maintain effective relationships with patients and their families, peers, faculty and staff, and other professionals.
- be able to function under stress and to adapt to unexpected situations.
- be able to display and express empathy for others.
- have insight about his/her values, attitudes, and beliefs.
- be willing to examine and change his/her behavior when it is disruptive to maintaining effective relationships with others.

Professional Conduct

The student must

- must possess the professional values of compassion, empathy, integrity, honesty, responsibility, and tolerance.
- be able and willing to provide nursing care for all persons regardless of gender, race, creed, religion, color, national origin, age, marital status, sexual preference, disability, medical condition, or setting.

REASONABLE ACCOMMODATIONS FOR DISABILITIES

The student who discloses a disability and requests accommodation is asked to provide documentation of the disability. Please contact Disability Support Services at 360-538-4068 for further information.

GUIDELINES FOR EVALUATION OF CLINICAL PRACTICE

Students are informally evaluated daily and weekly by the clinical instructor with feedback from facility staff. Students receive feedback from the instructor on an ongoing basis while in the clinical setting. Significant concerns about the student's clinical practice are addressed in a conference between the instructor and student. Formal evaluation consists of a midterm and evaluation conference that would include a summary of the student's strengths and accomplishments as well as a review of deficiencies and areas that need improvement.

Instructors evaluate the student according to the competencies identified in the course Appraisal Form, the essential abilities, and the following critical elements:

1. Appropriate hand washing
2. Application of standard precautions
3. Proper identification of clients
4. Assessment and reporting of significant changes in clients' conditions
5. Validation with instructor when nursing actions vary from what has been presented in classroom or textbook theory
6. Recognition and reporting of unsafe environmental conditions
7. Application of principles of safety to prevent injury to self and others
8. Protection of the right to privacy by maintaining confidentiality of information
9. Correct administration of medications
10. Maintenance of appropriate medical and surgical asepsis
11. Recognition of own limitations and abilities

Instructors have the responsibility to remove any student from the clinical setting who is unable to consistently demonstrate the competencies the essential abilities or critical elements listed above.

The client evaluation is documented at midterm and at the end of each clinical course using the Clinical Appraisal Tool (CAT) for that course. The student receives a copy of the form in the course syllabus at the beginning of the quarter. CATs for each clinical course are used to assign a pass or fail grade for clinical. Both the instructor and student sign the form and it is filed in the student's program file in the nursing office. CATs are kept in the nursing office until the student graduates from the program and passes NCLEX. The forms are then archived along with other student information in accordance with Grays Harbor College policy. Files of students who have successfully completed the program are archived for five years and then shredded. Records about immunizations, insurance, CPR, and criminal background are returned to the students upon graduation.

IMMEDIATE SUSPENSION FROM CLINICAL

Students will be suspended immediately from the clinical area for any of the following:

- 1. Dishonesty**
- 2. Chemical abuse**
- 3. Inappropriate behavior**
- 4. Inadequate preparation for clinical assignment**
- 5. Action that causes actual or potential harm to any person**

At the discretion of the instructor in collaboration with the program director, a failing grade may be assigned at the time of suspension for any of the reasons listed above that are deemed serious enough to warrant permanent removal from the clinical course. Students who choose to

drop the course instead of having a failing grade posted on their transcript will be subject to the “Repeating Courses” policy.

LEGAL LIABILITY FOR CARE DELIVERY

Student nurses are entrusted with the responsibility of providing nursing care to patients. When liability is assessed, a student nurse serving at a hospital/other facility is considered an agent of the facility. This is true even if the student is at the facility on an affiliation basis. Student nurses are personally liable for their own negligent acts, and the contracted facility is liable for their acts on the basis of *respondent superior*. Students must be supervised by a registered professional nurse who is either the direct agent of the student’s nursing school or one who has been designated by the school to serve in that capacity.

A student nurse is held to the same standard of a competent professional nurse when performing nursing duties. The courts, in several decisions, have taken the position that anyone who performs duties customarily performed by professional nurses is held to the standards of the professional nurses. Each and every patient has the right to expect competent nursing services even if the care is provided by students as part of their clinical training. It would be unfair to deprive the patient of compensation for an injury merely because a student was responsible for a negligent act. Until it is demonstrated clearly that student nurses are competent to render nursing services without increasing the risks of injury to patients, they must be supervised more closely than graduated nurses (Pozgar, 1993)

Pozgar, G. D. (1993). Legal aspects of healthcare administration (5th ed.). Gaithersburg, MD: Aspen.

TYPES OF SUPERVISION FOR CLINICALS

WAC DEFINITIONS and guidelines for students during clinical rotations

Supervision:

Means the provision of guidance and evaluation by a licensed registered nurse for the accomplishment of a nursing task or activity, as outlined in this protocol, including the initial direction of the task or activity with periodic inspection of tasks. Students who are in a preceptorship, leadership, and/or observation clinical may be under the supervision of the RN on duty and may perform all procedures for which he/she has been competency validated positively by an instructor. Instructors visit the site and observe student competencies.

Immediate Supervision/Clinical

Means the licensed registered nurse is on the premises and is within audible and visual range of the patient and the patient has been assessed by the licensed registered nurse prior to the delegation of duties to any caregiver. Instructors are in the clinical area and are immediately available. Students may not commence patient care, passing medications, doing procedures etc. until an instructor is on site. Once the clinical day is over and the instructor leaves the facility, students are to be observers only and will follow the guidelines for indirect supervision.

Indirect Supervision/Observational:

Means the instructor is not on the premises, yet is quickly and easily available. The student will have previously been given written instructions for the care and treatment of the patient and the patient has been assessed by a licensed registered nurse prior to student participation. If oral clarification of the written instructions is required, page the instructor who will respond promptly. Observational experiences are structured so that students may “shadow” licensed nurses and perform basic, noninvasive procedures such as vital signs, assessments, therapeutic communication interviews etc. Taking responsibility for patient care and documentation is not

part of the observational experience and students will not participate in care unless an instructor is visiting the site at the time.

CLINICAL FOLDERS

Students will keep a pocket folder to hold clinical paperwork, clinical appraisal tool, and skills checklist.

- *Clinical Paperwork*: paperwork assigned in clinical will be turned in, in the clinical folder, to the clinical instructor **on time** as directed; graded paperwork will be returned to the student on or before the next clinical experience. Clinical paperwork is to remain in the folder until the end of the quarter.
- *Clinical Appraisal Tool*: each clinical course has a clinical appraisal tool that provides the student with a picture of the learning outcomes that will need to be achieved to earn a passing grade. Each section of the appraisal tool will be scored weekly by the clinical instructor to keep the student informed about their progress toward achieving the learning outcomes. The clinical appraisal tool remains in the clinical folder until the end of the quarter, at which time it is secured in the student's file in the Nursing Office.
- *Skills Checklist*: it is the responsibility of the student to maintain the accuracy and currency of the skills checklist. At the discretion of the clinical instructor, staff nurses at clinical facilities may observe student's performance of skills and initial the skills checklist. However, only the clinical instructor can document competency in the skill. Students may not perform skills independently until the instructor has "signed off" the skill on the checklist as competent.

GUIDELINES FOR PLANNING PINNING CEREMONIES

A pinning ceremony is held in the final quarter of the program. A committee of students in the graduating class is responsible for planning the event with the assistance of a faculty advisor.

The college has a graduation ceremony for students receiving associate degrees. This ceremony takes place at the end of spring quarter only. All students are encouraged to participate in the ceremony in addition to the pinning celebration.

Pinning ceremonies are time-honored celebrations in nursing programs throughout our country. These ceremonies mark a milestone in the education of a student. There have been changes over the years as the culture of nursing has changed. Caps are no longer worn but pins representing one's nursing program continue to be an important part of the nurse's uniform.

The nursing pin has its origins in the military, which has had a strong influence on the traditions of nursing. Each school has a specific pin worn by its graduates to reflect pride in their program. Grays Harbor College has both a practical nursing and a registered nursing pin. Most students choose to purchase and wear the Grays Harbor College nursing pin. The *Pinning Ceremony* continues to be a significant tradition in the end-of-program celebrations.

Another important tradition celebrated at the end of the program is *Candlelighting*. Florence Nightingale, who is the founder of modern nursing, carried a lamp during the Crimean War as she went from bed to bed helping injured soldiers. Candlelighting and reciting the *Nurses' Pledge* acknowledge Ms. Nightingale's significance to nursing today.

These traditional ceremonies are recognition of significant accomplishments of the graduates. They are wonderful opportunities to share a time of celebration with family, friends, and the college and health care communities. The nursing faculty has developed the following guidelines to assist students in planning the ceremonies.

Planning Committee: selected no later than the end of fall quarter to provide leadership to:

- find class volunteers to help with each element of the planning
- facilitate decisions by the group
- communicate on a monthly basis with the nursing program director the group's progress in planning the ceremony
- **Tasks to be accomplished may include:**
 - Develop a budget and identify ways to finance the costs
 - Submit the proposed budget to the SNA treasurer no later than February 1st.
 - Purchase requisitions for items to be purchased must be completed *prior* to the purchase of *any* Pinning supplies.
 - Purchases made with personal funds will not be reimbursed.
 - Purchase requisitions must be signed by the SNA advisor or Nursing Program Director.
 - Determine the date and time of the ceremony.
 - The Saturday afternoon before Graduation is preferred.
 - Determine where the ceremony and reception will be held.
 - Reserve the space as early as possible

- The Bishop Center is the usual venue for Pinning. To reserve this space submit a Facility Use Application, available in the Nursing Office.
 - The reception may be scheduled in the Bishop Center lobby or in the HUB. A Facility Use Application must be submitted to reserve the HUB.
- Establish a preliminary program – what will be included and where will it happen during the ceremony
- Find a speaker (if desired – this is optional and up to each class to decide)
- Choose the attire
 - pins go on either uniforms or lab coats worn over professional attire that would be appropriate for a job interview. No other attire is appropriate.
- Select appropriate music (live or recorded – this is optional but adds a great deal to the ceremony)
- Order pins
 - J.H. Recognition Company is the vendor for GHC pins. Order forms are sent to the Nursing Program Director
 - These should be ordered by the company's deadline and sent in as a group.
 - The pins are sent to the nursing program director and stored for safekeeping until the ceremony.
- Assign a master of ceremony who will keep the program on track. – this is usually a student or a faculty member but could be someone else
- Choose a person to welcome honored guests
 - college administration
 - board of trustees
 - college faculty
 - health care facility employees
 - preceptors
 - others?
- Decide where graduates and nursing faculty will sit
 - On stage?
 - In the audience?
- Decide who will pin the graduate
 - A friend or family member?
 - Nursing faculty members?
- Decide who will announce each graduate as they come forward
 - Will there be something read during pinning/capping?
 - a thank you written by the student?
 - a description of the unique accomplishments of each student?
- Will there be a processional/recessional? What will it look like?
- Develop an invitation to send to:
 - all college administrators
 - board of trustees members
 - nursing and support faculty
 - all clinical facilities/departments/offices used for experiences by the class
 - preceptors
 - family and friends
 - there are blank invitations and envelopes in the nursing program office. More can be ordered from Dunsire's Printing.
- Assign nursing instructors for various roles
 - Welcome honored guests
 - Talk about the traditions of pinning and candlelighting

- Read graduate names (Nursing Program Director)
- Lead the candlelighting and Nurses Pledge
- Develop a program and arrange to have it copied or printed
 - Use the printing facilities at the college. Student clubs have a printer account number.
 - Include an order of the ceremony
 - Include an acknowledgement to honored persons
 - Include the Nightingale Pledge
 - All nurses in the audience are invited to stand and recite the pledge with the graduates
- Plan the reception
 - food
 - beverage
 - decorations
- Ask pre-nursing and first year nursing students to help during the ceremony and reception
 - Seat guests with special needs
 - Distribute programs at the door
 - Run errands as needed
 - Arrange and serve refreshments
 - Other jobs as needed
- Arrange for photographs of the class
 - A group picture is given to the school for its archives

HANDBOOK/PROGRAM POLICY CHANGES

The Nursing Program reserves the right to make changes in any of its policies and procedures. Students will be informed of changes as they occur. **The information guidelines contained in this handbook replaces any information contained in previous handbooks.**

APA Checklist

Formatting – 2 points	Yes ✓
One inch margins, text flush left with uneven right margin	
Double spaced throughout including reference page	
No extra spaces between paragraphs	
Copy double sided with back of title page blank	
Heading - Full title as it appears on title page centered on first line of body of paper	
Headings to separate and classify sections of paper are used in any paper that is more than 5 pages in length	
Do not use picture, tables or bullets	
5-7 space indent at beginning of each paragraph	
Font 12 pt. New Times Roman	
Pagination – 1 inch from right edge as the first line of every page including the title page (place in header)	
Manuscript page header – first two or three words of title appear 5-7 spaces to the left of the page number on every page (place in header – it will automatically insert page number and header on every page)	
Use active voice: “the nurse changed the dressing...” rather than “the dressing was changed by the nurse...”	
Use third person. “author/he/she/one/they” rather than “I, we, or you”	
Use consistent tense throughout the paper – present tense “he sings” or past tense “he sang”	
<i>Total Formatting</i>	
Title Page – 2 points	
Title – title case/Author/ Course – title case/ instructor/ Date	
Double spaced	
Page number right margin of header	
1 inch margin	
Centered in middle of the page	
<i>Total Title Page</i>	
Text Citations 2 points	
A balanced presentation of the ideas from all references is required. Citations from one source exclusively with brief mention of several others are not acceptable.	
All source material must be documented in the body of the paper by citing the author(s) and date(s) but no page number unless a direct quote. The idea is to formally acknowledge the words and ideas of others.	
Failure to include citations within the body of the text is an example of plagiarism and is unacceptable	
<i>Total Text Citations</i>	
Quotations 2 points	
Paraphrase ideas of authors in your own words primarily in the body of the paper.	
If you must quote the author and the quotation is less than 40 words, encase the quote in “...” followed by (Author, year, page #).	
Block quotations (quotations of 40 words or more) are not allowed.	
<i>Total Quotations</i>	
References 2 points	
All sources cited in the body of the paper must be listed on the reference list and all references on the reference list must be cited in the paper.	
Reference section begins on a new page	
The header (Reference) is centered on the first line of the page	
Sources meet the requirements of the assignment (number, type, publication date)	
References are from reliable sources: <i>professional</i> journals and books that publish articles by experts in the discipline	
Web sites are not allowed unless approved by instructor in advance. Use on-line resources to find full text articles only.	
Each reference uses a hanging indent – first line is flush with the left margin; all of lines are indented 5-7 spaces	
References are listed alphabetically by author.	
Formatting of references follow rules as published in the web sites published on the Discussion Board.	
<i>Total References</i>	

Rubric/Criteria for Nursing Papers

Criteria and qualities	Poor (0- 4 points)	Good (5 – 8 points)	Excellent (9 - 10 points)	Multiplier	Points
Introducing the idea: Problem statement <i>Literacy</i>	Neither implicit nor explicit reference is made to the topic that is to be examined.	Readers are aware of the overall problem, challenge, or topic that is to be examined.	The topic is introduced, and groundwork is laid as to the direction of the report.	x 1	/10
Body: Flow of the report	The report appears to have no direction, with subtopics appearing disjointed.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.	x 2	/20
Coverage of content <i>Disciplinary Learning</i>	Major sections of pertinent content have been omitted or greatly run-on. The topic/discussion is of little significance to nursing..	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to nursing is evident..	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance to nursing is unquestionable.	x 3	/30
Clarity of writing and writing technique <i>Literacy</i>	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.	x 1	/10
Conclusion: A synthesis of ideas and hypothesis or research question <i>Disciplinary Learning; Literacy</i>	There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The hypothesis or research question is stated.	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report.	x 1	/10
Citations/References: Proper APA format APA checklist attached <i>Information Use</i>	Significant problems in Format, Title Page, Text Citations, Quotations, and References (see APA checklist for specifics)	Some problems exist, or components were missing in Format, Title Page, Text Citations, Quotations and References (see APA checklist for specifics).	Format, Title Page, Text Citations, Quotations, and References met GHC Nursing Program expectations (see APA checklist for specifics)..	x 1	/10
Timeliness <i>Social and Personal Responsibility</i>	Material was submitted more than one hour late.	Material was submitted up to one hour late.	Material is submitted on time.	x 1	/10
Evidence of Plagiarism will result in a grade of “0” for the paper.					
					/100 =
Total Points Earned					___%

