

Bellingham Technical College

Nursing Program

Student Handbook

2023-2024



Bellingham Technical College is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The Nursing Program is approved by the Washington State Board of Nursing (WABON) and the Washington State Board for Community and Technical Colleges (SBCTC).

The Associate Degree Registered Nursing Program at Bellingham Technical College, located in Bellingham, WA is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Rd. NE, Ste. 1400, Atlanta, GA 30326, (404) 975-5000, www.acenursing.org. The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree Registered Nursing Program is ongoing Accreditation.

The Practical Nursing Program at Bellingham Technical College, located in Bellingham, WA is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Rd. NE, Ste. 1400, Atlanta, GA 30326, (404) 975-5000, www.acenursing.org. The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree Registered Nursing Program is initial Accreditation.

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Letter to Students

Dear Nursing Student,

Congratulations on your acceptance into the Bellingham Technical College Nursing Program! Your hard work and dedication have brought you to this important milestone in your educational journey. Although the path ahead may be challenging, the view from the top is truly breathtaking. We are excited to work with you and support you every step of the way as you embark on your journey towards becoming a nurse and advancing through the different licensure and degree levels offered to you as a nursing pathway student.

This handbook has been specifically designed to supplement the college catalog and the Bellingham Technical College student code of conduct, providing you with policies and information that are unique to the Nursing program. It is imperative that you read this handbook carefully. We have made every effort to ensure that it is concise, relevant, and up to date. The guidelines contained within apply directly to you, outlining our expectations of your behavior and performance. Be sure to keep this handbook handy and refer to it often throughout your program of study. Any changes to policies, procedures, and guidelines will be communicated to you via Canvas email and will be published on the Nursing Program Canvas Homepage and the BTC website.

At Bellingham Technical College, our primary objective is to support you in achieving your goals and succeeding in your academic pursuits. If you have any questions or concerns at any point in your journey, please do not hesitate to reach out to us. We are here to help you every step of the way!

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Nursing Program History

Bellingham Technical College's Nursing Program was established in 1953, after WWII, as a partnership between the Bellingham School District and St. Luke's Hospital. After the war, the demand for technical training grew and Bellingham Vocational Technical Institute (BVTI) was established with Practical Nursing as one of its flagship programs. We admitted twenty students a year into the 52-week Practical Nursing program for a total of 1,800 instructional hours, 1,200 of which were clinical! Students were only allowed 5 sick days. In 1965 the program began to grow, entering students twice a year and shifting to small group instruction. Legislation passed in 1991 that transferred the governance of BVTI to the State Board for Community and Technical Colleges (SBCTC) and to a local Board of Trustees. BVTI was renamed Bellingham Technical College and joined the state two-year post-secondary system.

In 2000, BTC's nursing program underwent a major curriculum and structural revision, moving to eight-hour clinical days and increasing access by admitting three times a year. The new Practical Nursing curriculum only required 1,100 clinical hours and applicants were required to have Anatomy and Physiology courses prior to entry. In 2005, the nursing program was approved to create an LPN-RN completion program. The first cohort of Registered Nursing students graduated in 2006. In the fall of 2008, we began offering evening Practical Nursing cohorts to better facilitate academic progression for working students.

The Nursing Program undertook another big revision in 2013 and we became one of the early adopters of the state-wide Direct Transfer Agreement/Major Ready Pathway (DTA/MRP), implementing a new two-year RN degree. We redeveloped the curriculum to be concept-based and infused simulation technology into the clinical experiences. The Practical Nursing program was closed and the last students to complete the old program graduated in 2014. Students were now entered into the new two-year pathway three times a year. LPN-RN students were admitted into the second year as space allowed. We also began our journey to National Accreditation and received initial accreditation in 2017.

By 2018 it was clear that advanced placement wasn't working well for LPN-RN students, the waitlist had grown, and students were projected to wait 5 or more years before they could get in to complete their RN degree. Committed to helping this population of nurses continue their education, we adapted the curriculum to allow LPN-RN students to graduate with the DTA/MRP degree and became the first program in the state to provide this pathway for LPN-RN students. In 2019, we enrolled our first cohort of LPN-RN DTA/MRP students into a dedicated part-time program option, reserving seats for BTC PN graduates to complete their RN degree.

The closure of the Practical Nursing Program was short-lived. Demand from both employers and students led to the re-development of the Practical Nursing certificate in 2019. We were the first in the state to develop a Practical Nursing Certificate compatible with the DTA pathway, allowing for seamless academic progression for LPN graduates. The first cohort of Practical Nursing students were entered into the new part-time model in Spring of 2020. Demand for part-time pathways continued to grow and in 2021, we began to develop a part-time RN option to increase access to nursing pathways. The first cohort of part-time RN students were admitted in the Fall of 2022.

Throughout our history of providing professional technical training for the nursing workforce in Whatcom County, the BTC Nursing Program has remained committed to accessible, quality, hands-on training. Our different pathways and models of education have always sought to facilitate the entry of marginalized populations, first generation college students, and incumbent workers into the profession of nursing. We are proud to see our graduates making a difference in the communities where they work and grateful for the opportunity to touch so many lives that will then go on to touch the lives of countless others.

Nursing Program Mission, Vision, and Goals

Reviewed 9/15/22 Faculty, 10/27/22 Advisory Committee reviewed and approved.

Mission Statement

Bellingham Technical College's Nursing Program delivers high-quality nursing education to benefit the health of our region.

Vision Statement

The Nursing Program will be a recognized leader in providing innovative, effective, and progressive nursing education. The Program creates options for career success by developing a professional nursing workforce.

Philosophy of Nursing

The Nursing Program at BTC employs a concept-based curriculum to develop essential competencies and skills for future nurses, emphasizing active, lifelong learning in an environment that fosters growth. Faculty members guide students through this journey in a collaborative partnership, promoting values like empathy, responsibility, and accountability. Graduates emerge well-prepared in the art and science of nursing, ready to meet the dynamic demands of the healthcare industry, making nursing education an excellent fit for the professional technical college setting.

Nursing Program Goals

In accordance with Bellingham Technical College's values, the nursing program has established the following values:

- Student-Centered: Use high-quality instruction to create pathways to reduce barriers and support student learning.
- Collaborative: Strengthen student workplace readiness through partnerships and job placement services so students may achieve their education and career goals.
- Principled: Cultivate a welcoming and accessible learning environment that promotes student success through a commitment to diversity, equity, and inclusiveness.
- Responsive: Prioritize continuous quality improvement to meet workforce needs and emerging industry trends.

Conceptual Framework

The Nursing Program's mission, vision, and philosophy guide curriculum development, which is outcome-focused and concept-based. The curriculum serves as the student's map for learning.

The nautilus shell has been the symbol for BTC's Nursing Program for many years. The nautilus shell's symbolism depicts the conceptual framework for pre-licensure nursing. Just as the nautilus shell's spiral walls and chambers represent growth, strength, and adaptability, our framework embodies the progressive development of nursing students. The spiraling path signifies the journey from foundational concepts to advanced knowledge, mirroring the process of students moving through the curriculum. The expanding chambers symbolize the continual acquisition of skills, insights, and expertise, akin to the nurse's evolving competence. Just as the nautilus creates larger

chambers as it grows, our students accumulate deeper understanding, preparing them for the complexities of healthcare. This framework encapsulates the enduring growth, unwavering resilience, and lifelong learning that define the nautilus and our aspiring nurses.



Career Mobility

At Bellingham Technical College, we are dedicated to offering multiple pathways for students who are interested in the nursing profession. For those new to nursing, we offer two options to begin their education - the RN degree program or the Practical Nursing certificate program. For already licensed Practical Nurses (LPNs), the Nursing Program at BTC is designed to support their academic progression to complete their associate degree and sit for licensure as Registered Nurses. Per the Washington State Nursing Articulation agreement, we follow a career-ladder approach to nursing education and offer both full-time and part-time options to cater to our students' needs. Our graduates can continue their education through the Bachelor of Science in Nursing (BSN) program, as we have agreements with baccalaureate programs in place. Many of our graduates choose to pursue higher degrees, such as a Master's in Nursing (MN) and Advanced Practice (ARNP) degrees in diverse settings.

Nursing Program Technical Standards

The Nursing Program at BTC prepares the graduate to function as a generalist nurse to meet the needs of a diverse population. To progress and graduate from the Nursing Program, nursing students must meet knowledge and skills competencies in the areas of Nursing Judgment, Patient-Centered Care, Teamwork and Collaboration, Informatics and Technology, Quality Improvement, and Professionalism.

This statement of Technical Standards identifies the functional abilities that the faculty have determined to be necessary in the provision of safe, effective, professional nursing care. The Technical Standards are reflected in the BTC Nursing Program outcomes that are available for reference on the program website. If there are questions about any section of these Technical Standards, please contact Julie Samms, Dean of Nursing, jsamms@btc.edu or 360-752-8339.

Students with disabilities who have questions about or who may require reasonable accommodation in meeting the Nursing Program Technical Standards should contact BTC Accessibility Resources. The nursing student must be able to meet the following Technical Standards independently, with or without reasonable accommodation.

Assessment and Observational Ability

Nursing students must be able to:

- Collect, use, and interpret information from physical assessments which includes, but is not limited to the following:
 - detect changes in skin color or condition.
 - discriminate between abnormal and normal color of body fluids or exudates.
 - use diagnostic and assessment tools such as, but not limited to, blood pressure cuff, stethoscope, bladder scanner, automated vital signs monitor, and reflex hammer.
 - other modes of patient assessment in the context of laboratory studies, medication administration, radiologic studies, and other patient care activities.
- Detect, interpret, and communicate sounds related to bodily functions which includes, but is not limited to, the following:
 - detect audible alarms with the frequency and volume ranges of the sounds generated by mechanical systems that monitor bodily functions.
- Detect a fire in a patient care area.
- Draw up the correct quantity of medication into a syringe.
- Decipher fine print such as medication and equipment labeling.
- Detect odors such as foul-smelling bodily fluids, spoiled foods, or smoke from burning materials.
- Detect changes in skin temperature and detect unsafe temperature levels in heat producing devices used in patient care.
- Detect anatomical abnormalities (changes in skin from air accumulation, masses, or fluid accumulations), palpate pulses and percuss/palpate other body areas.

Communication Ability

Nursing students must be able to:

- Comprehend, communicate, and document information in the English language.
- Communicate accurately and effectively with:
 - patients, significant others and spouses, other family members.
 - healthcare workers, and other professionals in healthcare settings.
 - instructors, supervisors, classmates, and various health or educational team members in both clinical and classroom settings.

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- Elicit, receive, and accurately interpret information from others:
 - collect, document, and convey relevant information to others.
 - learn, understand, and use healthcare terminology.
 - comprehend and follow directions and instructions.
 - accurately record patient medical information, write, and manage patients' plans of care, maintain reports.
- Present information in a professional, logical, and organized manner.
- Provide patient education and instructions to effectively care for patients or clients and their families.

Motor Abilities

Nursing students must be able to:

- Perform physical assessments and diagnostic/therapeutic maneuvers necessary and required in the curriculum and of a future Registered Nurse.
- Perform patient care activities, including, but not limited to:
 - insertion of urinary catheters
 - insertion of nasogastric tubes
 - insertion of intravenous catheters
 - hanging of blood products/other intravenous infusions
 - transferring of patients in and out of bed
 - ambulation of patients
 - turning and positioning of patients
 - moving equipment to various heights
 - recording the volumes in body fluid collection devices hung above or below bed level
 - disposing of needles in sharps containers
 - accurately placing and maintaining position of stethoscope for detecting sounds of bodily functions
 - manipulating small equipment and containers, such as syringes, needles, vials, ampules, and medication packages
- Respond to emergency patient care situations in a timely manner and provide emergency care, including cardio-pulmonary resuscitation.
- Possess the physical endurance necessary for extended periods of activity that are required for safe performance in clinical and classroom settings.
- Demonstrate the ability to comply with all safety standards in all clinical settings, including, but not limited to, infectious control precautions (universal, contact, airborne) and use of emergency equipment (crash cart, fire extinguisher, evacuation chairs).
- Wear PPE such as a respirator, N95, KN95, surgical mask, face shield, gown, gloves, head covering, etc., for long periods and complete N95 fit testing or approved alternative.
- Capable of moving within and among clinical environments without compromising the safety of others.
- Safely assist a client in moving and perform the duties of a demanding job (within reasonable limits). This specifically includes:
 - Facilitate accessibility for tasks that may require reaching or adjusting workspaces to accommodate different mobility aids.
 - Facilitating the handling and manipulation of small objects
 - Assist with moving, pushing, and lifting items up to 75lbs, providing reasonable accommodations or assistive equipment as needed.
 - Support reach-related functions

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- Facilitate the completion of job-related tasks, taking into account the need for seated or alternative work positions.
- Enable the completion of several miles of travel within the clinical facility during an 8-12 hour shift, with accommodations for individuals using mobility aids or alternative modes of transportation.

Cognitive, Conceptual, and Quantitative Abilities

Nursing students must have the capacity to:

- Develop and refine critical thinking, decision making and problem-solving skills that are crucial for safe and effective nursing practice using, but not limited to, the following processes:
 - capability to measure, quantify, calculate, question, analyze, conceptualize, reason, integrate, and synthesize information to make timely decisions reflecting sound clinical judgment, and to determine appropriate clinical decision making.
 - interpret the clinical indications of evidence-based research.
 - learn from other individuals.
 - comprehend, integrate, and apply new information.
 - make sound clinical decisions.

Behavioral and Social Attributes

Nursing students must be able to:

- Communicate effectively, respectfully, and with cultural humility, with all individuals whom they encounter.
- Demonstrate behaviors associated with compassion, respect, concern for others, integrity, ethical comportment, sound clinical judgment, and accountability for their responsibilities and actions.
- Accept the supervision of an instructor and/or preceptor.
- Accept constructive criticism or feedback.
- Modify behavior based on feedback.
- Adapt quickly to rapidly changing situations/environments, to uncertain circumstances and to withstand human trauma and its effects.
- Correctly judge when assistance is required and seek appropriate assistance in a timely manner.
- Exercise good judgment.
- Function cooperatively and efficiently with others.

Professional, Legal, and Ethical Conduct

Student nurses are expected to exhibit professional behavior, personal accountability, compassion, integrity, concern for others, and care for all individuals in a respectful and effective manner regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Individuals whose performance is impaired by abuse of alcohol or other substances are not suitable for progression in or graduation from the Nursing Program.

Student nurses must be able to:

- Function within the legal and ethical principles of the professional standards of practice.
- Display behaviors that conform to the ethical role of a Registered Nurse in all interactions with patients, faculty, staff, students, and the public.
- Meet guidelines established by healthcare organizations where they will be engaged in clinical experiences.

Program Outcomes

Registered Nursing End of Program Student Learning Outcomes

BTC Theme	BTC College Outcome	Nursing Program End of Program Student Learning Outcome	QSEN Competency
Career Readiness	Demonstrate industry skills and standards needed for employment or further education.	Demonstrate safe nursing care.	Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
Cultural Responsiveness	Identify and convey the value of diversity and inclusiveness for the workplace and community.	Identify culturally competent techniques to promote resilience in self and others.	Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Communication	Produce and exchange ideas and information clearly and concisely.	Utilize therapeutic communication across a variety of settings.	Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
Collaboration	Work productively and professionally with others.	Model integrity through ethical and professional behaviors.	Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Critical Thinking	Analyze and critique information and apply decision-making strategies to solve problems.	Effectively implement the nursing process.	Evidence-based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

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Practical Nursing End of Program Student Learning Outcomes

BTC Theme	BTC College Outcome	Nursing Program End of Program Student Learning Outcome	QSEN Competency
Career Readiness	Demonstrate industry skills and standards needed for employment or further education.	Demonstrate safe nursing care under the supervision of the registered nurse.	Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
Cultural Responsiveness	Identify and convey the value of diversity and inclusiveness for the workplace and community.	Identify culturally competent techniques to promote resilience in self and others.	Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Communication	Produce and exchange ideas and information clearly and concisely.	Utilize therapeutic communication across a variety of settings.	Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
Collaboration	Work productively and professionally with others.	Model integrity through ethical and professional behaviors.	Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Critical Thinking	Analyze and critique information and apply decision-making strategies to solve problems.	Effectively implement the nursing process.	Evidence-based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Degree Pathways and Program Options

Degree Pathways

BTC offers two Nursing Programs with multiple options. All program options follow a concept-based curriculum and include integrated General University Requirements (GUR).

Associate Degree in Registered Nursing – DTA/MRP (RN)

This program is for students pursuing licensure as a Registered Nurse (RN). The associate degree in nursing Direct Transfer Agreement/Major Ready Pathway (DTA/MRP) is designed for students who have not completed any training as a nurse and is available as both a full-time six-quarter (2-year) and part-time 12-quarter (3-year) option. Licensed Practical Nurses (LPNs) who wish to complete their associate degree in Registered Nursing and hold an active, unencumbered WA state license may apply for advanced placement into a part-time, evening LPN-RN cohort. LPN-RN students complete the DTA/MRP degree in six quarters (18 months), including summer quarter. Graduates of both full-time and part-time RN and LPN-RN pathway options are eligible to take the National Council Licensure Examination – Registered Nurse (NCLEX-RN). Graduates will be eligible to apply for admission to state-approved RN-BSN programs at WA state colleges and universities, where they will spend 1 year (4 quarters full-time) completing their BSN. DTA/MRP credits are transferable to Washington state RN-BSN programs and will meet most, if not all, General University Requirements (GUR).

RN Core Curriculum

Full-time

Quarter 1

Prefix	Number	Course Title	Credits
NURS	110	Introduction to Health Concepts	4
NURS	115	Introduction to Health Concepts- Clinical Lab	6
NUTR	115	Nutrition in Healthcare I	1
PHIL	115	Ethics and Policy in Healthcare I	1
PSYC	115	Psychosocial Issues in Healthcare I	1

Quarter 2

Prefix	Number	Course Title	Credits
NURS	120	Health and Illness Concepts 1	5
NURS	125	Health and Illness Concepts 1- Clinical Lab	6
NUTR	116	Nutrition in Healthcare II	1
PSYC	116	Psychosocial Issues in Healthcare II	1

Quarter 3

Prefix	Number	Course Title	Credits
NURS	130	Health and Illness Concepts 2	3
NURS	135	Health and Illness Concepts 2- Clinical Lab	6
NUTR	117	Nutrition in Healthcare III	1
PSYC	117	Psychosocial Issues in Healthcare III	2

Quarter 4

Prefix	Number	Course Title	Credits
NURS	210	Acute Health Concepts	5
NURS	215	Acute Health Concepts- Clinical Lab	6
NUTR	215	Nutrition in Healthcare IV	1
PHIL	215	Ethics and Policy in Healthcare II	1

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Quarter 5

Prefix	Number	Course Title	Credits
NURS	220	Complex Health Concepts	4
NURS	225	Complex Health Concepts- Clinical Lab	6
NUTR	216	Nutrition in Healthcare V	1
PSYC	215	Psychosocial Issues in Healthcare IV	1

Quarter 6

Prefix	Number	Course Title	Credits
NURS	230	Professional Nursing Concepts	3
NURS	235	Professional Nursing Concepts- Clinical Lab	6
PHIL	216	Ethics and Policy in Healthcare III	3
DTA/MRP Associate Degree in nursing			Credits
Total Program Core Credits			75
Total Prerequisite/Foundation Course Credits			60
Total Degree Credits			136

Part-Time

Quarter 1

Prefix	Number	Course Title	Credits
NURS	110	Introduction to Health Concepts	4
NUTR	115	Nutrition in Healthcare I	1
PHIL	115	Ethics and Policy in Healthcare I	1
PSYC	115	Psychosocial Issues in Healthcare I	1

Quarter 2

Prefix	Number	Course Title	Credits
NURS	120	Health and Illness Concepts 1	5
NUTR	116	Nutrition in Healthcare II	1
PSYC	116	Psychosocial Issues in Healthcare II	1

Quarter 3

Prefix	Number	Course Title	Credits
NURS	115	Introduction to Health Concepts- Clinical Lab	6

Quarter 4

Prefix	Number	Course Title	Credits
NURS	125	Health and Illness Concepts 1- Clinical Lab	6

Quarter 5

Prefix	Number	Course Title	Credits
NURS	130	Health and Illness Concepts 2	3
NUTR	117	Nutrition in Healthcare III	1
PSYC	117	Psychosocial Issues in Healthcare III	2

Quarter 6

Prefix	Number	Course Title	Credits
NURS	135	Health and Illness Concepts 2- Clinical Lab	6

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Quarter 7 – LPN-RN Advanced Placement Students Start Here. Courses Highlighted in grey are first-year GUR courses that non-BTC LPN-RN students complete in addition to nursing and second-year GUR courses.

Prefix	Number	Course Title	Credits
NURS	210	Acute Health Concepts	5
NUTR	215	Nutrition in Healthcare IV	1
PHIL	215	Ethics and Policy in Healthcare II	1
NUTR	115	Nutrition in Healthcare I	1
PHIL	115	Ethics and Policy in Healthcare I	1

Quarter 8

Prefix	Number	Course Title	Credits
NURS	215	Acute Health Concepts- Clinical Lab	6

Quarter 9

Prefix	Number	Course Title	Credits
NURS	220	Complex Health Concepts	4
NUTR	216	Nutrition in Healthcare V	1
PSYC	215	Psychosocial Issues in Healthcare IV	1
NUTR	116	Nutrition in Healthcare II	1
NUTR	117	Nutrition in Healthcare III	1

Quarter 10

Prefix	Number	Course Title	Credits
NURS	230	Professional Nursing Concepts	3
PHIL	216	Ethics and Policy in Healthcare III	3
PSYC	115	Psychosocial Issues in Healthcare I	1
PSYS	116	Psychosocial Issues in Healthcare II	1

Quarter 11

Prefix	Number	Course Title	Credits
NURS	225	Complex Health Concepts- Clinical Lab	6
PSYC	117	Psychosocial Issues in Healthcare III	2

Quarter 12

Prefix	Number	Course Title	Credits
NURS	235	Professional Nursing Concepts- Clinical Lab	6
Part-Time DTA/MRP Associate Degree in Nursing			Credits
Total Program Core Credits			75
Total Prerequisite/Foundational Course Credits			60
Total Degree Credits			135
LPN-DTA/MRP Associate Degree in Nursing			Credits
Total Program Core Credits			45
Total Prerequisite/Foundational Course Credits			90
Total Degree Credits			135

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Practical Nursing (PN)

This program is designed for students interested in becoming a Licensed Practical Nurse (LPN) and looking for a part-time option. This pathway is designed for students who have not completed any nursing training and is equivalent to the first year of RN training. The Practical Nursing Certificate Program is part-time and six quarters long (18 months), including summer quarter. The PN Certificate program follows the DTA/MRP curriculum scaled to the PN scope of practice. Graduates of the PN Certificate Program are eligible to take the National Council Licensure Examination – Practical Nurse (NCLEX-PN). After obtaining the LPN license, graduates of the PN Certificate Program can apply for the LPN-RN program option to complete the DTA/MRP degree and sit for licensure as a Registered Nurse.

PN Core Curriculum

Quarter 1

Prefix	Number	Course Title	Credits
NURS	113	PN Introduction to Health Concepts	4
NUTR	113	PN Nutrition in Healthcare I	1
PHIL	113	PN Ethics and Policy in Healthcare I	1
PSYC	113	PN Psychosocial Issues in Healthcare I	1

Quarter 2

Prefix	Number	Course Title	Credits
NURS	114	PN Introduction to Health Concepts- Clinical Lab	6

Quarter 3

Prefix	Number	Course Title	Credits
NURS	123	PN Health and Illness Concepts 1	5
NUTR	123	PN Nutrition in Healthcare II	1
PSYC	123	PN Psychosocial Issues in Healthcare II	1

Quarter 4

Prefix	Number	Course Title	Credits
NURS	124	PN Health and Illness Concepts 1- Clinical Lab	6

Quarter 5

Prefix	Number	Course Title	Credits
NURS	133	PN Health and Illness Concepts 2	3
NUTR	133	PN Nutrition in Healthcare III	1
PSYC	133	PN Psychosocial Issues in Healthcare III	2

Quarter 6

Prefix	Number	Course Title	Credits
NURS	134	PN Health and Illness Concepts 2- Clinical Lab	6

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Prerequisite Foundational Courses

All incoming students must complete the same prerequisite foundational courses at the same standards to apply. Incoming Practical Nursing Program students have a modified prerequisite list. The courses below, highlighted in grey, do not need to be completed before applying to the PN program but must be completed before applying for LPN-RN advanced placement.

Prerequisite foundational courses listed below must be completed with a B (3.0) or higher in each course. Courses with an asterisk* only require a C (2.0) or higher. Applicants must complete a formal transcript evaluation for nursing entry prior to submitting application.

PREREQUISITE FOUNDATIONAL COURSES

Prefix	Number	Course Title	Credits
BIOL&	160	General Biology w/Lab*	5
BIOL&	241	Human Anatomy & Physiology 1	5
BIOL&	242	Human Anatomy & Physiology 2	5
BIOL&	260	Microbiology	5
CHEM&	121	Intro to Chemistry	5
ENGL&	101	English Composition I	5
MATH&	146	Introduction to Statistics	5
PSYC&	100	General Psychology*	5
PSYC&	200	Lifespan Psychology	5
		Communication (elective)*	5
		Humanities (elective – 2 courses) *	10
LPN-RN only			Credits
Practical Nursing Transferred in Credits			30

Program Completion

The BTC Nursing Program does not grant RN or PN licensure. Students who successfully complete the RN and LPN-RN degree programs or PN Certificate Program must first sit for and pass the national licensure exam (NCLEX-RN or NCLEX-PN). Once students pass their national exam, they will apply for licensure through the state licensing agency where they plan on practicing. BTC has not determined that the nursing curriculum meets educational requirements for licensure/certification outside of Washington State. Students who plan to work out-of-state are encouraged to check relevant local licensure/certification requirements before applying to the program. The program recommends that students seek initial licensure through Washington State.

Nursing Technician

Student nurses may work as Nursing Technicians as defined in the Revised Code of Washington State (RCW), Title 18 Businesses and Professions, 18.79 Nursing Care,

RCW 18.79.340 Nursing Technicians

- 1) "Nursing technician" means a nursing student employed in a hospital licensed under chapter 70.41 RCW a clinic, or a nursing home licensed under chapter 18.51 RCW, who:
 - a) Is currently enrolled in good standing in a nursing program approved by the commission and has not graduated; or
 - b) Is a graduate of a nursing program approved by the commission who graduated:
 - i. Within the past thirty days; or

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- ii. Within the past sixty days and has received a determination from the secretary that there is good cause to continue the registration period, as defined by the secretary in rule.
- 2) No person may practice or represent oneself as a nursing technician by use of any title or description of services without being registered under this chapter, unless otherwise exempted by this chapter.
- 3) The commission may adopt rules to implement chapter 258, Laws of 2003.

RCW 18.79.350 Nursing Technicians — Nursing Functions.

- 1) Nursing technicians are authorized to perform specific nursing functions within the limits of their education, up to their skill and knowledge, but they may not:
 - a) Administer chemotherapy, blood or blood products, intravenous medications, or scheduled drugs, or carry out procedures on central lines;
 - b) Assume ongoing responsibility for assessments, planning, implementation, or evaluation of the care of patients;
 - c) Function independently, act as a supervisor, or delegate tasks to licensed practical nurses, nursing assistants, or unlicensed personnel; or
 - d) Perform or attempt to perform nursing techniques or procedures for which the nursing technician lacks the appropriate knowledge, experience, and education.
- 2) Nursing technicians may function only under the direct supervision of a registered nurse who agrees to act as supervisor and is immediately available to the nursing technician. The supervising registered nurse must have an unrestricted license with at least two years of clinical practice in the setting where the nursing technician works.
- 3) Nursing technicians may only perform specific nursing functions based upon and limited to their education and when they have demonstrated the ability and been verified to safely perform these functions by the nursing program in which the nurse technician is enrolled. The nursing program providing verification is immune from liability for any nursing function performed or not performed by the nursing technician.
- 4) Nursing technicians are responsible and accountable for their specific nursing functions.

RCW 18.79.360 Applications for registration as a Nursing Technician — Fee.

- 1) Applications for registration must be submitted on forms provided by the secretary. The secretary may require any information and documentation that reasonably relates to the need to determine whether the applicant meets the criteria for registration provided for in chapter 18.130 RCW. Each applicant shall pay a fee determined by the secretary under RCW 43.70.250. The fee must accompany the application.
- 2) An applicant for registration as a nursing technician shall submit:
 - a) A signed statement from the applicant's nursing program verifying enrollment in, or graduation from, the nursing program; and
 - b) A signed statement from the applicant's employer certifying that the employer understands the role of the nursing technician and agrees to meet the requirements of subsection (4) of this section.
- 3) The secretary shall issue a registration to an applicant who has met the requirements for registration or deny a registration to an applicant who does not meet the requirements, except that proceedings concerning the denial of registration based on unprofessional conduct or impairment are governed by the uniform disciplinary act, chapter 18.130 RCW.
- 4) The employer:
 - a) Shall not require the nursing technician to work beyond his or her education and training;
 - b) Shall verify that the nursing technician continues to qualify as a nursing technician as described in RCW 18.79.340;
 - c) Shall advise the department and nursing program of any practice-related action taken against the nursing technician;

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- d) Shall maintain documentation of the specific nursing functions the nursing technician is authorized to perform; and
- e) Shall provide training regarding the provisions of chapter 258, Laws of 2003, including procedures for filing a complaint with the department of health or the department of social and health services concerning violations of chapter 258, Laws of 2003, to all nursing technicians and registered nurses who shall supervise nursing technicians and document the training and make it available for any inspection or survey.

RCW 18.79.370 Nursing Technicians — Registration Renewal.

The secretary shall establish by rule the procedural requirements and fees for renewal of the registration. Failure to renew invalidates the registration and all privileges granted by the registration. For renewal of registration, a nursing technician must attest that he or she continues to qualify as a nursing technician as described in RCW 18.79.340

Nursing Technician Approval Process

A Nursing Technician is a nursing student currently enrolled in a nursing program approved by the commission and employed in a hospital, clinic, or nursing home. They could also be a recent graduate of a nursing program approved by the commission who graduated within the past thirty days. After successfully completing their first clinical quarter, students are eligible to apply for Nursing Technician Registration. It is important to note that the responsibility of finding an employer willing to hire them as a Nurse Tech within their scope of practice lies with the student and not the program. Prospective employers should be contacted for specific hiring requirements. Students interested in becoming a Nurse Tech should refer to the Nursing Program Homepage for instructions on completing the required documentation. The WA State Nursing Commission does not allow students who work as Nursing Technicians to count those hours as nursing education clinical hours.

Employment While in the Program

It is strongly recommended by the faculty that full-time students should not work more than one shift per week outside of school, and part-time students should not exceed three shifts per week. Students are prohibited from working the shift immediately before their class or clinical as fatigue may affect safe performance. If a student's employment interferes with meeting the objectives of the Nursing Program, the faculty may recommend that they reconsider their working commitments.

It is important to note that as an employee of an agency, students are not allowed to wear BTC name badges BTC uniforms, or sign SN (Student Nurse) after their name. Students shouldn't accept assignments beyond the level of a nursing assistant (CNA) unless they are LPN or Nurse Technician. Employed students are not considered official representatives of the BTC Nursing Program.

It is not recommended for unlicensed nursing students to accept employment that requires them to perform duties that should only be performed by a licensed nurse. Students are accountable for their actions and urged to use reasonable and prudent care when accepting a position and fulfilling their employee responsibilities.

Admissions

Applicants interested in Nursing Program pathways are encouraged to meet with a College Navigator and attend a Nursing Info Session to discuss specific plans and receive program information. Information on program entry, Info Sessions, and how to schedule a meeting with a student navigator is available on the BTC website.

The requirements for admission to a Nursing Program Cohort differ from Bellingham Technical College's general admission requirements. Meeting the minimum standards for admission to the College does not guarantee admission to a Nursing Program Cohort. Admission to the College and initiation of coursework to meet prerequisites can occur any quarter. Prerequisite foundational courses may be taken at another accredited institution and transferred to BTC before applying to the Nursing Program.

Admission requirements are based on analyzing the abilities needed to successfully enter a professional technical training program and into the occupation for which it prepares. The Nursing Program enters students using a separate admission process. The student must be admitted to a cohort before beginning the required nursing coursework. The BTC Nursing Program has separate application processes for admission to each program option. Applicants to all program options apply to the program and are placed in cohort seats using the Annual Program List-Nursing (APL-N) process.

Nursing Program Applicants

The full-time RN Program enters cohorts of 20 students in Fall, 20 students in Winter, and 20 students in Spring quarters for a total of 60 available cohort seats every academic year. The part-time RN Program enters cohorts of 10 students in the Fall. The part-time Practical Nursing Program enters cohorts of 10 students in Fall and Spring. The LPN-RN Program enters cohorts of 10 Licensed Practical Nurses into the second year of the RN program as demand dictates. Students may apply to multiple programs. Once a seat is accepted in one program pathway, the student is removed from all other program lists.

LPN-RN Applicants

Only Licensed Practical Nurses with active, unencumbered WA State licenses are eligible to apply. Graduates from the BTC Practical Nursing Program will receive priority placement.

Application Process

Applications to the Nursing Program will only be accepted during the application window. The BTC Nursing Program has separate application processes for admission to each program option. Applicants to all program options apply to the program and are placed in cohort seats using the Annual Program List-Nursing (APL-N) process. All program lists are confidential, and no information will be released to applicants regarding length of list, position on list, or any other details regarding the APL-N. See the program website for the most current information on the application process.

Deferring Seat Offers

No deferral of offered cohort seats will be accepted. If the student is offered a seat and is unable to accept the seat, the student can choose to be placed at the bottom of the APL-N for the academic year applied for if a seat becomes available in a different quarter, or the student may reapply the next academic year.

Healthcare Experience

Healthcare experience is required for entry. RN and PN applicants must submit a Healthcare Experience Verification Form for prior approval. Experience in healthcare may be demonstrated by certification or training in an allied healthcare field. Other healthcare experience will be evaluated on a case-by-case basis by Nursing Program faculty and staff and either approved or denied. LPN-RN applicants must have an active and unencumbered WA state LPN license.

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Communication and Humanities Electives – Recommended Courses

‡ PN Certificate applicants do not need to complete these electives prior to applying.

Communications: Choose One

Prefix	Number	Course Title	Credits
ENGL&	102	English Composition II	5
ENGL&	235	Technical Writing	5
CMST&	220	Public Speaking	5

Humanities: Choose One

Prefix	Number	Course Title	Credits
HIST&	146	United States History I	5
HIST&	147	United States History II	5
HIST&	148	United States History III	5
HUM&	101	Introduction to Humanities	5
SPAN&	121	Spanish I	5
SPAN&	122	Spanish II**	5
CMST&	210	Interpersonal Communications	5
CMST&	220	Public Speaking	5

Each course can only be applied to one requirement category. For example, CMST&220 can be used to fulfill the Communications requirement or the Humanities requirement, but not both.

**Only one foreign language course may be applied to the Humanities electives.

Advanced Placement

The BTC Nursing Program maintains internal waitlists for students admitted to each program option who had to withdraw for a variety of reasons. Information about how a student is placed on an internal waitlist can be found in the Reentry & Transfer section of this handbook. Students on the internal waitlists will be placed into cohorts by program faculty on a space available basis.

Program Requirements for Clinical Placement

Students admitted to the Nursing Program, regardless of which program option cohort, will be required to complete the Clinical Requirements Placement process. After the cohort seat has been offered and accepted:

- Students must be 18 years of age or older before the first day of the quarter.
- Students must create an online account with American Databank/Complio and pay a fee for the background check, urine drug screen, and requirement tracking.
- Students must complete the following clinical affiliate requirements:
- Physical exam, tuberculous screening, and specified immunizations, including yearly influenza vaccination. Some clinical sites may also require COVID-19 screening.
- COVID-19 vaccination
- Current AHA BLS Provider CPR certification
- 10-panel urine drug screen
- Medical insurance coverage
- Criminal History Background Check
- Active, unencumbered WA LPN license (second year LPN-RN applicants only)

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Notice About Marijuana Usage

Students who test positive for THC (marijuana, including prescription marijuana) will not be allowed entrance to Nursing and Allied Health programs with clinical components. Drug screening is a requirement of our clinical partner agencies. Although private recreational and medical use of marijuana is legal in Washington state, our clinical partner agencies are governed by federal laws, and marijuana is a prohibited substance at the federal level. If your final drug test results are positive, you will be ineligible to participate in the program that year and will be allowed to reapply to the program 12 months from the date of the positive test.

Re-Entry & Transfer

Reentry into the Nursing Program will be considered on a space-available, case-by-case basis. Once a student has met all reentry requirements and has received Nursing Program approval, they will be placed on an internal program waitlist. Students on the reentry waitlist will be offered a seat at the next appropriate reentry point. Students will be allowed to defer the offered seat if it has been less than three years since the date of exit. **No student is guaranteed reentry into a future cohort.**

Students in good standing

Students may elect to withdraw from the Nursing Program for a variety of non-academic, non-performance issues such as medical emergencies, personal/family hardship, call to active military duty or step-out. Students who successfully complete a quarter and withdraw for personal reasons prior to the start of the next quarter will be considered students in good standing. To be considered for a hardship withdrawal, students must follow the BTC Hardship Withdrawal process and have their petition accepted by the Registrar unless students choose to withdraw before the start of the quarter. Students who wish to transfer between the BTC RN program and the BTC PN program must apply for their program of choice through the current application portal.

Those students who withdrew from the program in good standing prior to completion and wish reentry, will be allowed to do so, based on the following:

- It has been 3 years or less since the time of withdrawal.
- Student was making satisfactory progress and meeting course outcomes at time of withdrawal.
- Correct processes to withdraw were followed.
- Student can validate their current level of nursing knowledge, based on the last level of nursing course completed.
- Student must meet the current entry requirements of Bellingham Technical College, the Nursing Program, and complete the clinical placement process. This includes:
 - No outstanding fees or tuition.
 - Demonstrate satisfactory health status through physical examination.
 - Current American Heart Association BLS Provider CPR certification.
 - Current influenza and COVID-19 vaccination.
 - Current TB screening test.
 - Urine drug rescreen.
 - Criminal history background re-check.

Students not meeting program standards (academic and/or clinical performance failure, exit, or withdrawal)

Students who do not meet program standards will not be able to progress in the program. A student is considered to not be meeting program standards if they are not meeting course outcomes at the time of exit or withdrawal. A student not meeting program standards may be allowed reentry only one time with Nursing Program approval. **Program reentry is not guaranteed for students who did not meet program standards.** In the event a student is not successful after reentering, the student will be ineligible to continue in the Nursing Program. Students who did not meet program standards in one BTC Nursing program option may not apply to another program option without prior Nursing program approval.

Unsafe Clinical Performance/Behavior Not Meeting Program Standards

Patient safety is of the utmost importance. Depending on the clinical situation and the results of a multi-faculty Nursing Program review, the student may not be eligible for reentry to the Nursing Program and the incident may need be reported to the Nursing Care Quality Assurance Commission (WAC 246-840-513). When an academic or clinical failure

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and/or exit occurs or a student elects to withdraw due to a failing grade, not meeting course outcomes or unsafe clinical performance, the student must self-evaluate the source of the error and then meet with the Nursing Director to determine eligibility for reentry. Requirements for students not meeting program standards requesting reentry may include, but not be limited to, completing a Plan for Success, a detailed remediation plan as determined by program faculty, and approval by the Nursing Program. Additionally, students must meet the following requirements:

- It has been 3 years or less since the time of exit.
- It was the student's first exit for not meeting program standards.
- Correct processes to withdraw were followed.
- Students must meet the current entry requirements of Bellingham Technical College, the Nursing Program, and complete the clinical placement process. This includes:
 - No outstanding fees or tuition.
 - Demonstrate satisfactory health status through physical examination.
 - Current American Heart Association BLS Provider CPR certification.
 - Current influenza and COVID-19 vaccination.
 - Current TB screening test.
 - Urine drug rescreen.
 - Criminal history background re-check.

Students who have not met program standards in Spring Quarter will not be approved for reentry Fall Quarter because the reentry process cannot be completed until faculty return at the start of the new academic year. Additionally, students who have been exited from the program for not meeting program standards should not expect to reenter immediately in the next quarter start as a wait of one year or more is typical.

Process for Requesting Re-entry

1. Meet with Nursing Support Specialist at the time of withdrawal or exit and complete Request for Reentry Form.
2. Student will sign and return to Nursing Support Specialist Request for Reentry Form. Students in good standing will be approved for reentry by the Director of Nursing.

The following steps are only for students not meeting program standards:

3. Complete and submit Plan for Success.
4. Student academic and/or clinical performance and Plan for Success reviewed by Nursing Program faculty and staff.
5. Reentry approved, denied, and/or additional stipulations put forward by the program. Student will be contacted by the program through email and may request a meeting with the Nursing Support Specialist and Nursing Director.
6. Meet with Nursing Support Specialist prior to reentering a cohort.

Once a request for reentry has been approved by the Nursing Program the student will be placed on the internal program waitlist. If the student who is requesting reentry has been out of the program longer than three years since time of exit, this request will be denied, and the student will be required to apply to enter the program from the beginning.

Competency Assessment

Any student requesting reentry, who has been out of the program for more than one quarter, may be required to take and pass a nursing skill assessment. This assessment is to ensure that the student is ready and capable to safely reenter the clinical phase of the program. Theory questions may be asked in relation to a skill to establish the applicant's understanding of content. The assessment of skills will be based on the last course successfully completed. The student

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is required to pass the skills competency testing with a minimum of 80% accuracy for all portions of the assessment, with the exception of dosage calculation portion, which requires 90% accuracy. One retake will be allowed to demonstrate proper medication administration technique and dosage calculation.

Transfer Students

External Transfer

The Nursing Programs cannot accept advanced placement students who are not currently Licensed Practical Nurses (LPN) in the State of Washington.

Internal Transfer

Students interested in transferring between nursing programs or options must meet with the Nursing Support Specialist. All transfer requests will be reviewed by faculty and either approved or denied. If the transfer is approved, the student will be placed on a waitlist and offered a seat when one becomes available.

Required Supplies and Materials

- BTC Nursing Program Student Handbook – available on Canvas.
- Program Curriculum on the Canvas – available to students on the first day of class.
- Laptop computer with webcam and microphone, printer, and internet access. It is recommended that students check compatibility before making a computer purchase. Chromebooks or tablets (iPads) are not compatible with all required software applications.

Required Texts

Title	ISBN #
Nursing: A Concept-Based Approach to Learning, Volume 1, 3 rd Ed.	0134616804
Nursing: A Concept-Based Approach to Learning, Volume 2, 3 rd Ed.	0134616812
Clinical Nursing Skills: A Concept-Based Approach Volume 3, 3 rd Ed.*	0134616839
Schuster: Concept Mapping: A Clinical Judgment Approach to Patient Care, 5 th Ed.	0803694733
Davis’s Laboratory & Diagnostic Tests w/Nursing Implications, 9 th Ed.	1719646406
Sparks & Taylor’s Nursing Diagnosis Reference Manual, 11 th Ed.	1719640580
NCLEX-RN Exam Review or Nursing Test Taking Success book of student’s choice	1975141741

*Clinical Nursing Skills textbook is not required for LPN-RN students.

Students may use older editions of the required texts highlighted in grey above, but it is recommended that they be no older than the two previous editions.

Required Clinical Supplies

- Blood Pressure Cuff (1st year only)
- Gait Belt (1st year only)
- Stethoscope (double bell)
- Pen light
- BTC Nursing Student ID Badge (current academic year)
- BTC Nursing Student Patch
- BTC Nursing Student Uniform (see Student Uniform Requirements for details)
- Wristwatch with second hand

Lab Kits: A contents list for the Nurse Kits will not be provided to students. Nurse Kits should only be purchased for the quarter a student is enrolled in. Nurse Kit contents are subject to change without notice.

- RN: RN Nurse Kit 115, RN Nurse Kit 125, RN Nurse Kit 135, RN Nurse Kit 215 & Nurse Kit 235 – available in BTC Campus Store
- LPN-RN: LPN-RN Nurse Kit 215, LPN-RN Nurse Kit 225, Nurse Kit 235 – available in BTC Campus Store
- PN: PN Nurse Kit 114, PN Nurse Kit 124 – available in BTC Campus Store

Student Uniform Requirements

- **Scrubs:** Caribbean blue uniform top and pants (no jeans or leggings) with the BTC nursing logo patch on the right chest. No colored piping or detailing. Scrub tops should be modest. An undershirt should be worn if the top is low cut or loose around the neck. Pants must not touch the floor, and skirts should be at knee length with neutral-colored or white tights or white socks.
- **Jacket/Sweater:** A plain white, black, or Caribbean blue long or short-sleeve shirt may be worn under the uniform top. Only a clean, plain white, black, or Caribbean blue sweater (without zippers or hoods) may be worn over the uniform; no lab coats or “hoodies.”
- **Shoes:** Impermeable/water resistant, closed heel and toe, non-skid, and in good repair. Open-heeled, open-toed clogs or sandals are not permitted. Choose shoes that are comfortable, easily maintained, and clean.

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- **Professional Dress:** For clinical experiences that do not require a student uniform, the student will follow the dress code guidelines of the clinical agency. Professional street clothing may include dresses, skirts, or pants, provided these are in good repair, pressed, and represent conservative attire. Jeans, denim, leggings/jeggings worn as pants, sweatshirts, sweatpants, tank-tops, low-cut tops or dresses, halter tops, short skirts, visible undergarments, sheer “see-through” or other revealing attire, and flip-flops are not considered professional attire.
- **ID Badge:** A BTC photo ID badge is available to all students free of cost through the ASBTC. Students are expected to wear their BTC photo ID badge at all times when in uniform, on field trips, or on community assignments. The BTC name badge must be for the current academic year and nursing students will receive two (2) badges. Certain clinical affiliates may require students to purchase and wear a site-specific name badge when attending clinicals at their facility. If a student is attending clinical at one of these facilities, this name badge will be considered part of their clinical uniform.
- **Watch:** A watch with a second-hand or a constant digital readout.
- **Makeup:** Students should be conservative in their use of makeup while in the clinical areas or in uniform.
- **Hair:** Hair should be tied back from the face and shoulders so as not to interfere with patient care or safety or present the possibility of contamination or infection transmission.
- **Facial Hair:** Short, neatly trimmed, so as not to interfere with a facemask or respirator. Clean-shaven men are expected to shave daily.
- **Fingernails:** Fingernails must be clean and neatly trimmed as they can be a reservoir for microbial growth, with attention given to cleaning around the base of the nails, cuticles, as well as the underside of tips. Fingernails must be kept trimmed so they are no longer than 1/8 inch past the tip of the finger. Artificial nails, bonding, tips, wrapping, tapes, overlays, nail piercing jewelry, or appliqués are not permitted. Nail polish, clear or colored is also not permitted.
- **Jewelry:** No jewelry except watch, wedding ring, and plain post earrings (less than 1/2 cm) shall be worn during clinical practicum experiences. No ornamentation beyond what is stated above is allowed.
- **Piercings:** Jewelry worn in visible body piercings is acceptable if it does not interfere with patient care and meet the clinical facility’s safety and infection prevention requirements and guidelines. Small, tasteful nose stud piercings may be acceptable. Jewelry should be kept to a minimum to avoid unsafe work practices and should not interfere with infection control practices. Nose studs are allowed but must be single metal or clear studs (no jewels) and must be small and discreet. Gauges must be flesh color only.
- **Tattoos:** Visible tattoos must be appropriate in content and quantity and in keeping with a professional image. Tattoos that may be considered, or have been identified as, offensive, or excessive must be covered. The clinical facility to which the student is assigned reserves the right to require that any visible tattoo be covered if considered offensive.
- **Personal Hygiene:** Because students work closely with clients, it is important that students be mindful of the effect of certain odors on persons who are ill. The scent of smoke should not be detectable on the breath or clothing. Perfumes and strong scented soaps and/or lotions should be avoided. Certain clinical areas may be designated as “fragrance free”. Special attention should be paid to maintaining clean, odor-free clothing at all times. As the clinical practicum may be strenuous or stressful, students should pay extra attention to their personal hygiene on a daily basis. The use of deodorants is expected. Chewing gum is considered inappropriate in the clinical setting.

Any student who is dressed inappropriately, or whose appearance is not in keeping with this policy may be sent home by the clinical faculty and will receive no credit for that day.

*Clinical dress code policy is in accordance with clinical facilities dress code and appearance policies.

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Clinical Affiliate Access Badge

Some clinical affiliates require students to wear an access badge. If a badge is required by the clinical facility, it will be considered part of the clinical uniform. Students must abide by all clinical affiliate policies regarding badge usage. Any misuse of the badge may result in disciplinary actions including dismissal from the program. All clinical affiliate access badges must be returned to program staff at the conclusion of each clinical course.

ATI – Assessment Technologies Institute

Assessment Technologies Institute (ATI) products are purchased through student fees and access will be provided during the Technology Workshop. Students do not need to purchase ATI products directly. An ATI three-day live review for NCLEX-RN is included and provided in the final quarter of the program.

ATI Live Review

ATI offers guaranteed support to students after completing an ATI Live Review. If a student does not pass on their initial attempt at NCLEX, ATI will provide further support to the student at no additional cost. To receive additional support, the student must: 1) Attend all days of the initial review. 2) Contact ATI within three weeks of taking NCLEX to inform ATI that he or she did not pass on initial attempt. If the student contacts ATI after three weeks of taking NCLEX, the student must pay a reactivation fee for further evaluation and assistance. **Completion of the ATI Live Review is required to successfully complete NURS 235 and NURS 134.**

Nursing Program Professional Requirements

Exemptions

If any of the Nursing Program procedures are in opposition to the student's beliefs, the student will request an exemption in writing at the beginning of the program. Each case will be dealt with on an individual basis by the faculty and Nursing Director. In the case of an exemption from clinical partner agency policy the program will defer to the clinical partner agency's policy.

Criminal History Background Checks

All students must pass a criminal history background check to comply with agreements between Bellingham Technical College and its clinical affiliates. Students will be required to create and pay for an account with American DataBank/Complio, to conduct the criminal history background check. One or more of the following checks will be conducted: Washington State Patrol, WA DSHS, Nationwide Healthcare Fraud and Abuse Scan, Nationwide Database and Sex Offender, Social Security Alert, and/or Residency History. The information obtained through the background check will be reviewed by Nursing Program staff and, if necessary, the Nursing Director. Clinical eligibility decisions will be based on the list of Disqualifying Crimes for Clinical Training Eligibility as well as the frequency and recent history of crimes. Failure to disclose any past or pending convictions may disqualify students from participating in clinical training. Ineligibility to participate in clinical training due to information obtained from the criminal history background check may result in a student's inability to complete the program requirements. Criminal history background check is a requirement of the clinical affiliates, not Bellingham Technical College.

American Databank/Complio

Students are required to create and pay for an account with American DataBank/Complio through the Bellinghamtechcompliance.com website. Students will use Complio for their background check, UA, physical exam, and immunization tracking for the duration of the Nursing Program. Students will need to upload all their clinical documentation to the website and sign the required forms, maintain Compliant status in Complio, and keep their account activated for the duration of the program.

Alcohol and Chemical Screening for Clinical Affiliates

The clinical affiliate requires all nursing students to undergo a "10 panel urine drug screen" for prohibited substances per clinical site policy. Students are required to create and pay for an account with American DataBank/Complio, Bellinghamtechcompliance.com. This screening will be completed within 6 months of commencing clinical practicum. Any diluted sample must be retested at the student's expense within five working days of notification of results. If a test comes back positive, Complio sends it to their Medical Review Officer (MRO). The MRO contacts the student directly to resolve the issue; usually the student must have the pharmacy fax their prescription to the MRO. If after final review by the MRO, the results are determined to be non-human or positive for prohibited substances (with no prescription) the student will not be allowed to register for a course with a clinical component and therefore would not be allowed to progress in the program. The student will be allowed to reapply to the Nursing Program after one year or be placed on the appropriate placement list to be admitted to the program, after one year, if space is available and after testing negative on the urine drug screen. In the event of a second positive urine drug screen, the student will not be allowed to continue in the program. This is in accordance with the clinical affiliate policies. Drug screening is a requirement of the clinical affiliates, not Bellingham Technical College.

Alcohol and Chemical Dependency: Substance Abuse/Misuse in the Clinical Setting

The purpose of this policy is to protect the welfare of clients, students, faculty, Bellingham Technical College, and affiliating agencies. The Washington State Department of Health under RCW 18.130.180 has defined current misuse of controlled substances or alcohol as unprofessional conduct. At BTC all students are expected to perform their clinical activities efficiently and safely without the influence of drugs or alcohol. Students must notify their clinical faculty if they

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are taking any medication which may impact the student's ability to provide safe, competent care (essential functional abilities). This includes any medications that may cause sedation, slowed reflexes, or other alterations in physical and mental abilities.

If the student is reasonably suspected of being under the influence of drugs or alcohol while at a clinical site, the Nursing Director will be notified by the clinical faculty and the student will submit immediately to drug/alcohol testing at the site designated by the program. The expense of the testing will be borne by the student. The student will be sent home for the remainder of that day. Because students are legally responsible for their own acts, any student demonstrating unsafe behavior will not be allowed to continue in clinical practice if there is a positive test result as per policies of BTC's clinical affiliates. If the test results are negative, the student may return to clinical practice, subject to affiliate approval, if behavior is safe and appropriate. If the student refuses Substance Abuse Assessment, he/she will be dismissed from the clinical course on the grounds of implied admission to substance use/misuse and therefore will be unable to progress in the program.

The following actions/conditions are prohibited:

- Unsafe or potentially unsafe clinical performance/behavior not meeting program standards due to use of drugs and/or alcohol.
- Reporting for a clinical session with the odor of alcohol or illegal chemicals on the breath.
- Possessing any illegal narcotic, hallucinogen, stimulant, sedative, or similar drug while on clinical time.
- Using any intoxicating liquor or illegal substances while on clinical time, on the premises or away from the premises when required to return to the clinical facility.
- Removing any drug from the institution or patient supply for any reason.
- Falsifying specimen collection for a required drug screen in clinical.

Any student dismissed from the program for substance use/misuse may apply for reentry with evidence of having successfully completed an approved treatment program. The standard reentry policies and procedures will apply.

CPR Certification

Prior to starting the program, readmission, or transfer, and then throughout the program, nursing students are required to maintain current American Heart Association BLS (Healthcare) Provider CPR certification and submit proof to the program. Students with Complio clinical requirements trackers must upload current proof of CPR and have it accepted by Complio. Only accredited American Heart Association CPR certification classes will be accepted. Failure to maintain a current AHA Provider CPR card on file with the nursing program will prevent a student from attending clinical and therefore from progressing in the program.

Insurance

Students must sign the Medical Policy Statement of Agreement form regarding health insurance and adhere to this policy statement while they are in the program. Students must be responsible for their own health insurance; this is a requirement for clinical placement. The student is responsible for maintaining private health insurance and will not be allowed to attend clinical practicum if insurance expires. Students must notify the Nursing Program of changes to their health insurance. Students must upload documentation to and have it accepted by Complio. This is in accordance with the clinical agency contracts with the college.

Students are covered by the blanket liability insurance policy of the program. This coverage is intended to cover students during their nursing education. The coverage will not cover students who act outside of the role of student nurses or who fail to follow the established program guidelines for clinical practice. The Bellingham Technical College does not cover students with accident or medical insurance and students are required to have health insurance the

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entire time they are in the program. A student is not an employee and, therefore, does not qualify for worker's compensation if injured while in the clinical setting.

Health Status by Physical Exam

Prior to beginning clinical rotations all students must show evidence of satisfactory health status by examination. Students reentering the program also need to submit a completed Health Status Form (see Reentry Policy). The examination may be conducted by a physician or mid-level provider (PA, ARNP). The Health Status Form must be on file with the Nursing Program prior to attending clinical. Students must upload the form and have it accepted by Complio.

If a current program student experiences injury, medical procedure, medical or mental illness and/or childbirth, the student must provide a medical release to full duty prior to returning to clinical practicum. If the student is not released for full duty, the student will not be able to attend clinical rotations and should meet with the lead faculty for their course regarding ability to progress. Physical exam and health status are requirements of the clinical affiliates not Bellingham Technical College.

Tuberculosis Screening

All students must submit proof of negative TB status per the clinical site requirements. Students must upload current proof of negative TB status and have it accepted by Complio. The BTC nursing program accepts the two-step TB skin test, the Quantiferon or TSpot TB screening, or if a history of positive TB testing, the results of a clear chest x-ray and an annual symptom review conducted by a healthcare professional.

- A two-step skin TB test is an initial injection that is read within 48-72 hours. The test must be repeated (second step) one to three weeks from the 1st reading (two weeks is recommended). A TB skin test is valid for one year. After the initial two-step is complete, a 1-step TB skin test completed annually is required to remain current.
- IGRA Quantiferon or TSpot TB screening is a blood test ordered by a healthcare provider. The blood test results are valid for one year.
- The chest x-ray is usually only done for people who have tested positive for TB from either the TB skin test or blood test. Students who were born outside the United States may have received a vaccination that now shows up as a positive result on the skin test. Proof of a negative chest x-ray is required, but students do not need to get an x-ray every year. To maintain current with this type of screening students need to have their healthcare provider complete a symptom review yearly and submit the negative symptom review to the nursing program.

Students are required to maintain current TB screening while in the program. TB tests expire yearly. Students are required to submit proof to the Nursing Program. Failure to maintain a current TB screening on file with the nursing program will prevent a student from attending clinical per clinical affiliate agreements and therefore from progressing in the program.

Vaccinations

Nursing students must have proof of all the required vaccinations on file with the Nursing Program before they can attend clinical. Students must upload documentation to and have it accepted by Complio. In the event a student needs to update their vaccinations, the student may submit partial proof initially and then complete the process after the quarter starts but before beginning clinical rotations. All vaccinations are requirements of the clinical affiliates, not Bellingham Technical College.

- MMR (Measles-Mumps-Rubella): proof of 2 MMR vaccinations in your lifetime or positive titer indicating immunity to Measles, Mumps and Rubella.

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- Tdap: proof of having received one Tdap (tetanus, diphtheria, acellular pertussis) booster immunization since 2006. Students are encouraged to be up to date on their tetanus vaccination as well but is it not required.
- Varicella: proof of 2 varicella vaccinations in your lifetime or positive titer indicating immunity to varicella. The vaccination or titer may be waived (for varicella only) if the student's healthcare provider signs off stating the date (m/d/y) that they had the disease (chicken pox).
- Hepatitis B (Hep B): proof of a positive titer indicating immunity to Hepatitis B or proof of at least the first Hep B vaccination in the sequence. It is the student's responsibility to complete the sequence (3 injections and a positive titer indicating immunity) and submit proof to the Nursing Program before beginning clinical rotations at a PeaceHealth facility.
- Influenza: students are required to obtain an influenza vaccine during flu season. Proof of vaccination must include current season, the date of vaccination, and practitioner/location where your vaccination was administered.
- COVID-19: students are required to be fully vaccinated for COVID-19. To be considered fully vaccinated, two weeks must have passed since the date of the second dose or first dose for the one-dose vaccine. Proof of vaccination must include the vaccine you received and the date(s) of vaccination(s).

Health Screening for Clinical Placement

Clinical partner agencies may require students, including fully vaccinated students, to complete weekly or monthly health screening before arriving at the clinical site. All students and faculty caring for patients at a clinical partner agency which requires health screening must comply with all clinical agency policies and submit to screening as directed.

N95 Mask Fit Testing

Clinical affiliates may require students and faculty to undergo N95 mask fit testing. In the event this is required by a clinical affiliate for placement at their facility, students must complete the required fit testing prior to beginning clinical rotations. Students will also need to abide by the clinical affiliate's policy regarding the use of N95 masks. Students unable or unwilling to complete N95 fit testing and follow policies may not be able to complete required clinical rotations.

Illness

It is the policy of BTC Nursing and Allied Health programs to instill in students the importance of honestly reporting all infectious/communicable diseases and conditions to their faculty and/or director that could put the health of fellow students, BTC staff and faculty, and clinical partner agency patients and staff at risk. Students who report infectious/communicable diseases and conditions to their faculty and/or program director will be evaluated to assess their ability to attend program activities.

The Nursing and Allied Health programs are committed to the success of students who may be affected by infectious/communicable diseases and conditions. Each program will work with impacted students on a case-by-case basis as situations arise and within the legal constraints of the program's accreditation and governing organization's rules. Students should contact their faculty and/or program director in the event of suspected or diagnosed illness and refrain from attending on-campus or off-campus program activities such as clinical rotations until a healthcare provider has evaluated the student. Students may be required to have a release to return from their healthcare provider in the event of suspected or confirmed infectious/communicable disease or condition that could put the health of fellow students, BTC staff and faculty, and clinical partner agency patients and staff at risk.

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Exposure to Body Fluid Guidelines & Standard Precautions

Students must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids. Any direct exposure to body fluids occurring while functioning as a nursing student must be reported immediately to the clinical faculty. The process for reporting exposure will be:

- The clinical faculty and student will notify the agency supervisor.
- The student and faculty will complete the agency site's incident report.
- The student and faculty will complete the college's accident report.
- The student and faculty will file a report of the incident with the Nursing Program Director.
- Any medical expenses incurred by the student will be the responsibility of the student.

Standard Precautions: All blood and body fluids are potential sources of infection and are treated as if known to be infectious. Eating, drinking, applying cosmetics or lip balm, and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure. When exposure is possible, personal protective equipment shall be used. Personal protective equipment includes:

- Gloves to be worn when it can be reasonably anticipated that the individual may have hand contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin; when performing vascular access procedures; and when touching contaminated items or surfaces.
- Masks, eye protection and face shields to be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated, and eye, nose, or mouth contamination can be reasonably anticipated.
- Wash hands immediately after removal of gloves or other personal protective equipment.

Instructional Implementation

Classroom

Each course in the nursing program is divided into individual units, called modules, that contain specific content. The core of the learning process is student-directed experiences aimed at developing leadership skills. The faculty believes that this method of delivery is instrumental to the total learning process and professional development.

In the full-time option, nursing theory and clinical lab are completed concurrently, with clinical lab experiences designed to facilitate the transfer and application of practical skills and theoretical knowledge. In the part-time option, nursing theory courses are completed in one quarter, followed by the corresponding clinical lab course in the next quarter. The faculty works as a team, with the ability to teach all portions of the program and rotate assignments according to the needs of the students and the program overall.

A course calendar is provided by the lead faculty each quarter, outlining the course instructional sequence.

Nursing Skills Lab

Students will spend time in the labs each quarter, learning new skills, reviewing previously learned skills, or being evaluated in preparation of clinical. The Nursing Skills Labs are an integral part of nursing education. It is where students can work with a variety of task trainers, simulators, and equipment used during clinical.

The labs simulate the clinical environment where students can learn and practice safely without harming clients. The primary goal of the Nursing Skills Labs is to provide an environment for students to become competent with nursing skills and to become a safe practitioner. Students are expected to act professionally and maintain a clean and safe space while in labs in preparation for their role in the healthcare industry.

Please adhere to the following:

- Leave the lab as clean, or cleaner, than you found it
- Leave water bottles, coffee drinks, etc. on tables outside of lab (remember to pick them up when lab is over)
- Return glove boxes removed from wall dispensers
- Neatly make beds with over-bed tables pushed in place
- Place all trash in trash cans provided
- Put alcohol wipes and hand sanitizers back on bedside tables if they were moved
- Place all caps from flushes, tubing, etc. in the proper receptacles (they are re-used)
- Properly dispose of sharps in the sharps container
- Place broken glass ampules in the sharps container
- Return furniture that was moved or rearranged to its original location
- Pour water from IV basins in sinks or water fountains (not in the trash cans)

Safe Sharps Handling

No needles, syringes, or IV catheters may be removed from the BTC Nursing Skills and Simulation Labs. Students will practice parenteral skills in the lab only. The nursing program will provide students with needles and syringes for practice, evaluation, and simulation. Students will turn in the IV catheters from their Nurse Kits to be safely stored and made available for practice and evaluation in the skills lab.

Incident Reporting

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Incident reporting is a crucial component of providing safe and effective patient care. Notify your faculty as soon as an incident occurs. A complete incident report involves thorough documentation using specific forms and adherence to facility guidelines.

1. Quality Assurance Incident Report Form

When an incident occurs, work with your faculty to promptly complete a Quality Assurance Incident Report form. This form allows for detailed documentation of the incident, including the date, time, location, individuals involved, witnesses, and a comprehensive description of the event. Be sure to provide an objective and factual account, avoiding any assumptions or judgments.

2. Root Cause Analysis Form (SPEET)

In addition to the Quality Assurance Incident Report, initiate a Root Cause Analysis using the SPEET approach. SPEET stands for Student Practice Event Evaluation Tool. The SPEET helps identify the underlying factors that contributed to the incident, enabling proactive measures to prevent similar occurrences in the future.

3. Facility Incident Report Process

Follow the facility's incident reporting guidelines diligently. Ensure that you comply with the designated timelines and follow any additional steps specified by the facility, such as notifying supervisors or other relevant parties.

Clinical

Clinical rotations can be eight- or twelve-hour days with varying times and days, including weekends, evenings, or nights, depending on the clinical location and shift. Nursing students must be able to accommodate various clinical schedules that may start as early as 5:00 a.m. and/or go as late as 11:30 p.m. and may include weekends. Students must meet the clinical objectives illustrated in the Clinical Handbook or Canvas course. Any student who, in the judgment of the faculty, does not demonstrate appropriate preparation for client assignment will be given direction for additional preparation and/or excluded from that clinical practicum session. The faculty will schedule a midterm and final clinical conference with each student to evaluate clinical performance. These evaluations will be documented on the Clinical Assessment Tool (CAT) form.

- Students must adhere to stated clinical affiliate/site policies concerning dress code, nursing standards, parking, use of the cafeteria and break rooms, and agency routines.
- All students must obtain assistance from clinical faculty when performing new procedures or in new situations.
- Students must have appropriate supervision of all medication administration.
- Students will perform safely in all areas of client care. Any performance that endangers a client's well-being may result in removal from the clinical setting.
- Clinical supervision follows current WACs for nursing education. Due to delegation and supervision, faculty may require a demonstration of previously mastered skills in the clinical lab before performance in the clinical setting.

Preceptorship

NURS 235 and NURS 134 are the designated preceptorship courses quarter for RN, LPN-RN and PN. Students may be allowed to submit preferences for preceptorship under the following guidelines in accordance with WAC 246-840-533 and the NNCP Preceptorship Guidelines:

- Student preceptorship placement will be evaluated by faculty based on established processes and students will be assigned by the preceptorship committee to their preceptor for the quarter.

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- Students will not be placed for a preceptorship experience in a healthcare facility, unit, or department in which they are currently employed or have been employed within the past five years. Exceptions may be granted on a case-by-case basis.
- Students will not be placed for a preceptorship experience in facility departments or units in which they have a friend, relative, or family member employed.
- Students will not seek out their own precepting placement. All clinical placements are done through the clinical site coordinator.

Attendance

Theory

Attendance and punctuality are crucial to student success in nursing school. Students are required to attend all scheduled classes and arrive on time, staying until dismissal time. Tardiness and absenteeism are not acceptable and may affect grades and lead to disciplinary action. Please plan your schedule carefully to avoid conflicts with school hours and inform your faculty in advance if absence is necessary. While attendance is mandatory students should not come to class or other on-campus activities when they are experiencing an illness or have tested positive for COVID-19. Allowances will be made for students who appropriately inform their faculty of absence due to illness and who follow appropriate restrictions due to illness.

Clinical, Simulation, and Lab

Students who are 15 or more minutes late to the posted clinical start time will be sent home with no credit given for that day.

Attendance at clinical lab courses is mandatory and includes both on-campus and clinical affiliate sites. There is no mechanism to make up clinical, lab, or simulation days. Clinical absences may result in a failing clinical grade if the student is unable to meet course competencies. According to WAC 246-840-531(1)(a)(ii), RN students must complete at least five hundred hours for associate degree nursing education programs, and under WAC 246-840-531(1)(a)(i), PN students must complete at least 300 hours to complete the PN Cert. Therefore, missing clinicals may affect a student's eligibility to sit for the licensure exam upon program completion. For patient/client/student safety, students are not permitted to work the shift immediately prior to clinical or immediately prior to assigned course/clinical activities.

Students who are ill must notify (call or message) their clinical faculty at the beginning of the clinical day. If faculty cannot be reached, please notify the nursing program at 360.752.8339 or nursing@btc.edu. Students who are unable to demonstrate satisfactory preparation for clinical lab experiences will be sent home, to the facility library, or to the BTC campus, with no credit given for that day.

While attendance is mandatory students should not come to class, lab, or the clinical site when they are experiencing an illness or have tested positive for COVID-19. Allowances will be made for students who appropriately inform their faculty of absence due to illness and who follow the Restrictions Due to Illness policy.

Dress Code

Classroom

On campus, students will dress appropriately for the learning environment and/or workplace. If a student is disrupting the learning environment because of their dress style, the faculty will discuss this behavior with the student.

Skills & Simulation Lab

Students are required to wear their full clinical uniform during all Nursing Skills Lab sessions and Simulations. Failure to do so will result in the student being unable to participate in the lab activity or evaluation. When practicing in the BTC

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Nursing Skills and Simulation Labs during Open Lab students do not need to wear their clinical uniform but must wear closed toed non-skid shoes.

Clinical

Students are required to wear their full clinical uniform during all clinical rotations unless directed differently by the clinical partner agency.

Electronic Devices

Classroom & Lab

To maintain an atmosphere conducive to learning, cellphones and other electronic devices are not allowed on audible settings in the classroom or clinical lab. Non-audible alerts (i.e., vibrating alerts) are acceptable. However, students are expected to return calls and texts only during scheduled breaks.

Clinical

While at the clinical facility, students must follow the facility policy regarding the use of cellphones and other electronic devices. Cellphones and other electronic devices are not allowed on audible settings at the clinical facility. Non-audible alerts (i.e., vibrating alters) are acceptable. Non-emergent use may occur only while on break. Cellphones or other electronic devices with photograph and voice recording capabilities can compromise or violate patients' privacy rights and use of the camera feature or voice or video recording is strictly prohibited at all times. Students may not bring their personal laptops, tablets, or other non-cellphone devices to the clinical site.

Recording Devices

The student must sign the Classroom Recording Agreement form (located in this handbook) before lectures can be recorded.

- Students must ask permission of faculty before each occurrence of recording in classroom or lab occurs.
- It is the responsibility of the student to notify faculty that they may be recording the lecture each time prior to the lectures.
- All students in the class as well as guest speakers will be informed by the faculty that permission has been granted for recording to occur.
- Recordings are to be used solely to facilitate student learning.
- No recording may be shared or posted on publicly accessible web environments (Facebook/YouTube/other private online groups), published, sold, or used in any way other than for private study purposes.
- Students must destroy recordings at the end of each course.
- Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or College policy.
- Violation of this policy may subject a student to disciplinary action, per Student Code of Conduct.

Assessment and Grading

Grading Scale for Nursing Courses

A	=	93.0% and above
A-	=	90.0% - 92.9%
B+	=	87.0% - 89.9%
B	=	83.0% - 86.9%
B-	=	80.0% - 82.9%
C+	=	77.0% - 79.9%

Required Grades for Academic Progression

Nursing students are assessed and graded throughout the program to ensure cognitive, affective, and psychomotor skill development.

- Students must receive a minimum of 80% (B-) in all courses (theory and clinical) to progress to the next course.
AND
- Students must achieve a combined individual exam average of 80% or higher to pass each theory course.

Students who do not achieve an 80% average on exams will not be able to progress in the program sequence, regardless of their cumulative course grade. Exam averages are rounded to the hundredths in Canvas.

Late Work

- If the student has notified their faculty that the assignment will be late prior to the due date, any student work (theory or clinical) that is turned in after the posted due date will be penalized 20% of the total points possible for that assignment.
- Unless prior arrangements have been made with faculty, student work that is 1 week overdue will receive a grade of "0" but must still be submitted.
- If the faculty is not notified before the due date, a grade of "0" will be recorded for the missed assignment.
- If a student is asked to redo work that was already submitted, the assignment will be penalized an additional 20% of the total points possible for that assignment.

Grading Criteria for Theory Courses

Students will receive the same grade for the integrated General University Requirement (GUR) courses as they receive for their nursing theory course unless students are taking these courses as independent courses in the LPN-RN program option. Course syllabus and assignment details are in Canvas and made available to students each quarter. Please refer to the course syllabi for the most current grading and assignment information.

Exams

General Exam Guidelines:

- The goal of the BTC nursing program is to provide a quiet and consistent exam environment for all students.
- Exams will be administered electronically using ATI Proctorio.
- Exams may be proctored in a computer lab or remotely.
- Students must use only the approved software and exam platform for all exams.
- Students must have prior authorization and pre-arrange to test in the Assessment Center or on campus.
- Students testing in the Assessment Center may be required to present a government-issued ID.
- Students must abide by all Assessment Center policies when testing in that location.

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- Cellphones, smart watches, or other devices that record or send a signal are not allowed in any testing areas.

Exam Guidelines for ATI Proctorio:

- Students must use ATI Proctorio for all exams.
- A computer with a working webcam and microphone is mandatory. Failure to record audio or video due to technical issues may be considered cheating.
- Students must be present at least 5 minutes before the posted exam start time or contact their instructor for a reschedule.
- Exams will be proctored using ATI Proctorio's secure features. Non-secure settings are reserved for group exams in campus computer labs.
- Use the restroom before the exam and do your best to avoid interruptions during the test.
- No other person may be present in the room while testing.
- A dry-erase board and pen may be used; show both sides before and after the exam.
- Use the exam website calculator if needed; personal calculators or phones are prohibited.
- Approved non-medical dictionaries are allowed for first-year students only (NURS 110-130 or NURS 113-133).

On-Campus Exam Guidelines:

- Avoid using the restroom during exams to minimize disruptions.
- All electronic devices must be turned off and placed at the front of the room, along with personal belongings.
- Only beverages with lids are allowed, no food.
- Minimize movements, sounds, and strong scents; use unscented body care products.
- Earplugs may be worn to block sound; headphones are allowed for exams with auditory content.
- Students may quietly leave the testing room after finishing the exam but must leave personal belongings and electronic devices behind.
- Faculty reserves the right to assign seating for individual exams and groups for collaborative exams.
- A non-medical dictionary and a provided dry-erase board and pen are available for reference.
- Personal calculators and notes are not allowed unless specified by the faculty.

Group Exam Guidelines:

- Group exams follow individual module exams at faculty discretion.
- Faculty assigns groups, no exceptions.
- Group exams adhere to the same guidelines as individual exams.
- The proctor or faculty will document group members and the "recorder" for each group.
- If a student is absent on the day of the collaborative exam, no make-up will be available.

Exam Review and Academic Integrity:

- Individual exam review in the classroom or testing setting is not allowed due to privacy and test integrity concerns.
- Students seeking clarification should make appointments with their faculty.
- Copying exam questions, taking pictures, or sharing exam information is a breach of academic integrity.
- Exams are administered remotely or in designated locations using secure testing platforms.

Missed Exams:

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- Students must complete all exams on the assigned day.
- In case of illness, students must complete an alternate version of the test on the first available date following an absence.
- On the first occurrence of a missed exam each quarter, there will be no grade penalty.
- For subsequent missed exams, 10% of the possible points will be deducted from the final score.

Cheating on exams is grounds for dismissal from the program; refer to the BTC Student Code of Conduct.

Assessment Technologies Institute (ATI)

Faculty are committed to providing students with a comprehensive and well-rounded education to excel in their nursing career. As part of our commitment to student success, we have integrated the ATI (Assessment Technologies Institute) complete package into our curriculum.

Here's how ATI seamlessly fits into your nursing education:

1. **ATI Assignments:** Your course lead faculty will assign ATI Tutorials, Practice Assessments, and Proctored Assessments throughout the program. Detailed instructions and due dates can be found on our Canvas learning management system, ensuring easy access and clear guidance.
2. **Online Supplemental Resource:** ATI serves as a valuable online resource, complementing your theory and lab course content. It empowers you to reinforce your knowledge and skills, making you better prepared for the NCLEX examination.
3. **Earning Points:** You will earn points for your participation in ATI Tutorials, completion of Practice Assessments, and performance in Proctored Assessments. Your overall ATI points may vary each quarter, and detailed assignment point totals are readily available on the Canvas course website for your reference.
4. **Sequential Progress:** It's important to note that you must complete the Practice Assessments and undergo a Focused Review before taking the Proctored Assessment. This structured approach ensures that you are well-prepared and confident in your abilities before the final evaluation.
5. **Additional Assignments:** You instructors will assign additional ATI tutorials or assessments to further enhance your learning experience and address specific learning objectives in every course.

The integration of ATI into our nursing curriculum is designed to empower you with the knowledge, skills, and confidence needed to excel in your nursing career. We encourage you to actively engage with ATI resources, stay on top of your assignments, and make the most of this valuable learning tool. Your success is our top priority, and ATI is here to support you every step of the way. Completion of assigned ATI Proctored Assessment is required for course completion and program progression. BTC Nursing Program has set a benchmark for ATI Proctored Assessments of Level 2 or higher as this score indicates adequate content knowledge.

Academic Integrity

All forms of student academic dishonesty, including cheating, falsification, plagiarism, or facilitating, aiding, and abetting academic dishonesty are considered a “punishable act” according to the Student Code of Conduct. Please refer to the current BTC Catalog.

Plagiarism

Plagiarism can be defined as presenting someone else’s work as your own. This can be intentional, for example, submitting another student’s paper as your own. It can also be accidental, as is seen when a student fails to accurately

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cite a scholarly source in an evidence-based practice paper. Plagiarism is considered Academic Dishonesty and is subject to the Student Code of Conduct.

Students who are readmitted to the program may not submit any of their previously submitted work. For example, a student submitted their EPB paper in NURS 210 but did not meet the minimum passing grade for testing, that student may not submit the same EPB paper when they are readmitted to NURS 210. Repeating students should meet with their faculty for clarification of this policy before submitting any assignments.

Students are responsible to review the sources of accidental plagiarism, and the correct methods of citation. If there is the perception of plagiarism, whether intentional or accidental, the following steps will be taken:

- Faculty will meet with the student to review the definition of plagiarism, the plagiarism policy, the plagiarized assignment, and create a remediation plan.
- If the plagiarism is accidental and it is the first documented time the student has committed plagiarism, the remediation plan will be as follows:
 - Students must review the Plagiarism Library Guide on BTC Library website and complete all the Plagiarism Online Tutorials.
 - Revise their assignment, one time, for a maximum grade of 80%, until this is completed, the assignment is entered in the grade book with a score of zero “0”.
 - Write a one-page reflective summary on what was learned from this process.
- If the plagiarism was not accidental (e.g., a student submits another student’s work as their own) and/or the student has plagiarized previously (documented in the student file):
 - Student will receive a zero “0” for the assignment; and
 - Student may be referred to the Vice President (VP) of Student Services or the VP of Instruction for disciplinary action, per BTC’s Academic Dishonesty policy.

The following documentation is then included in the student’s file: a written summary of the faculty-student meeting, a copy of the plagiarized work, the original source, the remediation plan, and the remediation assignments.

Grading Criteria for Clinical Courses (Lab, Simulation, & Clinical)

Course syllabus and assignment details are in Canvas and made available to students each quarter.

Clinical Performance

Student performance in the clinical setting will be evaluated by the clinical faculty with input from facility staff and other faculty as appropriate. Students will be evaluated using the Clinical Assessment Tool (CAT) rubric at the midterm and the end of the clinical experience. When a student's behavior or behaviors threaten patient safety, that student may be subject to a failing grade in the clinical course. See Criteria for Behavior Not Meeting Program Standards. Clinical performance will also include grading on successful completion and maintenance of the clinical placement requirements process. Achieving and maintaining Compliant status in Complio reflects a student’s professionalism and is important for workforce preparation integrated into the Nursing Program.

Clinical Assignments

Assignments will be required prior to and after caring for clients in a clinical setting. Written assignments will be handed in after each clinical week. **All assignments must be completed and submitted in order to pass the clinical course.**

Dosage Calculation Exam

Dosage calculation exams must be completed with a score of 90% or higher. If a student retakes the dosage calculation exam, the score entered in the gradebook will be 80%. If a student does not reach a score of 90% on the second retake, this is unsatisfactory progress, and the student will create a plan of correction and continue to test until they meet

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competency. Inability to make competency in three takes may result in removal from the clinical course. ***Students are not allowed to administer medications in the clinical setting until they meet this competency in each clinical course.***

Lab Skills Evaluations

Students are required to come in full clinical uniform with all required paperwork. Students must successfully pass all skills evaluations before performing those skills at the clinical site. Campus skills lab evaluations may be retaken two times, if not passed on the third time, this is unsatisfactory progress, and the student will not receive a passing grade in the clinical course. Lab skills evaluation retakes will not take place on the same day as the first attempt. Retakes will be scheduled with faculty. Students unable to maintain satisfactory progress will meet with their faculty to develop a remediation plan. Remediation and tutoring between attempts are highly recommended.

Simulation

Clinical simulation scenarios are assigned either as a clinical outplacement called an Integrated Clinical Simulation or as a simulation scenario during skills lab called Clinical Lab Simulation. High-fidelity healthcare simulation education brings together theory learning, nursing skills, and real-life clinical experience. A simulation event includes a pre-brief, a scenario, and a debrief. A simulation day may include one or more scenarios preceded by a pre-brief and followed by a debrief session. These are required learning opportunities. Simulation counts as clinical time and students must meet all expectations of clinical. Grading will be based on completion of simulation preparation work as assigned, participation and performance in the simulation scenario, and participation in the debrief.

Nursing Scope and Standards of Practice

The nursing faculty of Bellingham Technical College expect students enrolled in the Nursing Program to adhere to the American Nurses Association's (ANA), [Nursing: Scope and Standards of Practice](https://www.nursingworld.org/~4af71a/globalassets/catalog/book-toc/nssp3e-sample-chapter.pdf), 3rd Edition. (American Nurses Association. (2004). Nursing: scope and standards of practice. Washington, D.C.:Nursesbooks.org)

<https://www.nursingworld.org/~4af71a/globalassets/catalog/book-toc/nssp3e-sample-chapter.pdf>

Standards of Practice

The Standards of Practice describe a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process. The nursing process includes the components of assessment, diagnosis, outcomes identification, planning, implementation, and evaluation. Accordingly, the nursing process encompasses significant actions taken by registered nurses and forms the foundation of the nurse's decision-making.

Standard 1. Assessment

- The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.

Standard 2. Diagnosis

- The registered nurse analyzes the assessment data to determine actual or potential diagnoses, problems, and issues.

Standard 3. Outcomes Identification

- The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning

- The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.

Standard 5. Implementation

- The registered nurse implements the identified plan.

Standard 5A. Coordination of Care

- The registered nurse coordinates care delivery.

Standard 5B. Health Teaching and Health Promotion

- The registered nurse employs strategies to promote health and a safe environment.

Standard 6. Evaluation

- The registered nurse evaluates progress toward attainment of goals and outcomes.

Standards of Professional Performance

The Standards of Professional Performance describe a competent level of behavior in the professional role, including activities related to ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence-based practice and research, quality of practice, professional practice evaluation, resource utilization, and environmental health. All registered nurses are expected to engage in professional role activities, including leadership, appropriate to their education and position. Registered nurses are accountable for their professional actions to themselves, their healthcare consumers, their peers, and ultimately to society.

Standard 7. Ethics

- The registered nurse practices ethically.

Standard 8. Culturally Congruent Practice

- The registered nurse practices in a manner that is congruent with cultural diversity and inclusion principles.

Standard 9. Communication

- The registered nurse communicates effectively in all areas of practice.

Standard 10. Collaboration

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- The registered nurse collaborates with healthcare consumer and other key stakeholders in the conduct of nursing practice.

Standard 11. Leadership

- The registered nurse leads within the professional practice setting and the profession.

Standard 12. Education

- The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

Standard 13. Evidence-based Practice and Research

- The registered nurse integrates evidence and research findings into practice.

Standard 14. Quality of Practice

- The registered nurse contributes to quality nursing practice.

Standard 15. Professional Practice Evaluation

- The registered nurse evaluates one's own and others' nursing practice.

Standard 16. Resource Utilization

- The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible.

Standard 17. Environmental Health

- The registered nurse practices in an environmentally safe and healthy manner.

RN and LPN Scope of Practice

The BTC Nursing Program expects its students to be educated in the WA State nursing standards of practice and to be knowledgeable about the differences in scope of practice for registered nurses and licensed practical nurses. As a program which educates both RN and PN students, students need to be aware of the differences between functions of the RN and PN. Included in this handbook are excerpts from WAC 246-840-700 and WAC 246-840-705. Students should familiarize themselves with these standards and function within the appropriate scope of practice based on which program option they are taking classes in.

Registered Nurse: Minimum standards for registered nurses include the following:

- I. Standard I: Initiating the Nursing Process:
 - a. Assessment and Analysis: The registered nurse initiates data collection and analysis that includes pertinent objective and subjective data regarding the health status of the clients. The registered nurse is responsible for ongoing client assessment, including assimilation of data gathered from licensed practical nurses and other members of the health care team.
 - b. Nursing Diagnosis/Problem Identification: The registered nurse uses client data and nursing scientific principles to develop nursing diagnosis and to identify client problems in order to deliver effective nursing care.
 - c. Planning: The registered nurse shall plan nursing care which will assist clients and families with maintaining or restoring health and wellness or supporting a dignified death.
 - d. Implementation: The registered nurse implements the plan of care by initiating nursing interventions through giving direct care and supervising other members of the care team; and
 - e. Evaluation: The registered nurse evaluates the responses of individuals to nursing interventions and is responsible for the analysis and modification of the nursing care plan consistent with intended outcomes.
- II. Standard II: Delegation and Supervision: The registered nurse is accountable for the safety of clients receiving nursing service by:
 - i. Delegating selected nursing functions to others in accordance with their education, credentials, and demonstrated competence as defined in WAC 246-840-010.
 - ii. Supervising others to whom he/she has delegated nursing functions as defined in WAC 246-840-010.

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- iii. Evaluating the outcomes of care provided by licensed and other paraprofessional staff.
 - iv. The registered nurse may delegate certain additional acts to certain individuals in community-based long-term care and in-home settings as provided by WAC 246-840-910 through 246-840-970 and WAC 246-841-405; and
 - v. In a home health or hospice agency regulated under chapter 70.127 RCW, a registered nurse may delegate the application, instillation, or insertion of medications to a registered or certified nursing assistant under a plan of care pursuant to chapter 246-335 WAC.
- III. Standard III: Health Teaching. The registered nurse assesses learning needs including learning readiness for patients and families, develops plans to meet those learning needs, implements the teaching plan and evaluates the outcome.

Licensed Practical Nurse: Minimum standards for practical nurses include the following:

- I. Standard I: Implementing the Nursing Process: The practical nurse assists in implementing the nursing process.
 - a. Assessment: The licensed practical nurse makes basic observations, gathers data, and assists in identification of needs and problems relevant to the clients, collects specific data as directed, and communicates outcomes of the data collection process in a timely fashion to the appropriate supervising person.
 - b. Nursing Diagnosis/Problem Identification: The licensed practical nurse provides data to assist in the development of nursing diagnoses which are central to the plan of care.
 - c. Planning: The licensed practical nurse contributes to the development of approaches to meet the needs of clients and families and develops client care plans utilizing a standardized nursing care plan and assists in setting priorities for care.
 - d. Implementation: The licensed practical nurse carries out planned approaches to client care and performs common therapeutic nursing techniques; and
 - e. Evaluation: The licensed practical nurse, in collaboration with the registered nurse, assists with making adjustments in the care plan. The licensed practical nurse reports outcomes of care to the registered nurse or supervising health care provider.
- II. Standard II Delegation and Supervision: Under direction, the practical nurse is accountable for the safety of clients receiving nursing care:
 - a. The practical nurse may delegate selected nursing tasks to competent individuals in selected situations, in accordance with their education, credentials and competence as defined in WAC 246-840-010(10).
 - b. The licensed practical nurse in delegating functions shall supervise the persons to whom the functions have been delegated.
 - c. The licensed practical nurse reports outcomes of delegated nursing care tasks to the RN or supervising health care provider; and
 - d. In community based long-term care and in-home settings as provided by WAC 246-840-910 through 246-840-970 and WAC 246-841-405, the practical nurse may delegate only personal care tasks to qualified care givers.
- III. Standard III Health Teaching. The practical nurse assists in health teaching clients and provides routine health information and instruction recognizing individual differences.

Functions of a registered nurse and a licensed practical nurse. (WAC 246-840-705)

Registered Nurses:

The registered nurse performs acts that require substantial knowledge, judgment and skill based on the principles of biological, behavioral, health, and nursing sciences. Such acts are grounded in the elements of the nursing process which includes, but is not limited to, the assessment, analysis, diagnosis, planning, implementation and evaluation of nursing care and health teaching in the maintenance and the promotion of health or prevention of illness of others and the

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support of a dignified death. The registered nurse using specialized knowledge can perform the activities of administration, supervision, delegation, and evaluation of nursing practice; and the registered nurse functions in an independent role when utilizing the nursing process as defined in WAC 246-840-700(2) to meet the complex needs of the client.

In an interdependent role as a member of a health care team, the registered nurse functions to coordinate and evaluate the care of the client and independently revises the plan and delivery of nursing care. The registered nurse functions in an interdependent role when executing a medical regimen under the direction of an advanced registered nurse practitioner, licensed physician and/or surgeon, dentist, osteopathic physician and/or surgeon, physician assistant, osteopathic physician assistant, podiatric physician and/or surgeon, or naturopathic physician. A registered nurse may not accept delegation of acts not within his or her scope of practice.

Licensed Practical Nurses:

The licensed practical nurse performs services requiring knowledge, skill, and judgment necessary for carrying out selected aspects of the designated nursing regimen. The licensed practical nurse recognizes and is able to meet the basic needs of the client, and gives nursing care under the direction and supervision, to clients in routine nursing situations. A routine nursing situation is one that is relatively free of complexity, and the clinical and behavioral state of the client is relatively stable, requires care based upon a comparatively fixed and limited body of knowledge. In complex nursing care situations, the licensed practical nurse functions as an assistant to the registered nurse and facilitates client care by carrying out selected aspects of the designated nursing regimen to assist the registered nurse in the performance of nursing care; and the licensed practical nurse functions in an interdependent role to deliver care as directed and assists in the revision of care plans in collaboration with the registered nurse.

The licensed practical nurse functions in a dependent role when executing a medical regimen under the direction and supervision of an advanced registered nurse practitioner, licensed physician and/or surgeon, dentist, osteopathic physician and/or surgeon, physician assistant, osteopathic physician assistant, podiatric physician and/or surgeon, or naturopathic physician. A licensed practical nurse may not accept delegation of acts not within his or her scope of practice. This shall not be construed as authorizing an independent role for the LPN.

The following standards apply to registered nurses and licensed practical nurses:

- a) The registered nurse and licensed practical nurse shall communicate significant changes in the client's status to appropriate members of the health care team. This communication shall take place in a time period consistent with the client's need for care. Communication is defined as a process by which information is exchanged between individuals through a common system of speech, symbols, signs, and written communication or behaviors that serves as both a means of gathering information and of influencing the behavior, actions, attitudes, and feelings of others; and
- b) The registered nurse and licensed practical nurse shall document, on essential client records, the nursing care given and the client's response to that care; and
- c) The registered nurse and licensed practical nurse act as client advocates in health maintenance and clinical care.
 - a) Other responsibilities:
 - b) The registered nurse and the licensed practical nurse shall have knowledge and understanding of the laws and rules regulating nursing and shall function within the legal scope of nursing practice.
 - c) The registered nurse and the licensed practical nurse shall be responsible and accountable for his or her practice based upon and limited to the scope of his/her education, demonstrated competence, and nursing experience consistent with the scope of practice set forth in this document; and

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- d) The registered nurse and the licensed practical nurse shall obtain instruction, supervision, and consultation as necessary before implementing new or unfamiliar techniques or procedures which are in his/her scope of practice.
- e) The registered nurse and the licensed practical nurse shall be responsible for maintaining current knowledge in his/her field of practice; and

The registered nurse and the licensed practical nurse shall respect the client's right to privacy by protecting confidential information and shall not use confidential health care information for other than legitimate patient care purposes or as otherwise provided in the Health Care Information Act, chapter 70.02 RCW.

Nursing Scope of Practice Decision Tree

Nursing practice is constantly changing and developing in response to the health needs of society, technical advancements, and the expansion of scientific and nursing knowledge. Because it is always changing, it is not feasible to have a "task list" of activities a nurse can or cannot do. The core concept in determining scope of practice is whether the activity is appropriate considering the nurse's level of educational preparation, training, and professional experience. Within that concept, a nurse's individual scope of practice varies and changes throughout a nurse's career with continuing education and practice experience. The nurse's activities must also fall within the legal boundaries established to ensure public protection. Nurses are responsible and accountable for determining whether an activity is within their individual scope of practice. The Scope of Practice Decision Tree is a tool to assist nurses in making decisions about their practice.

The Washington State nursing laws are broad and principle-based so that nurses in any setting may reflect on and develop their own scope of practice. Nurses must continually update their practice by using new knowledge and skills. The Nursing Commission supports nurses working up to the full extent, within the legal boundaries, of their education and training. The Washington State Nursing Scope of Practice Decision Tree can be found here:

<https://nursing.wa.gov/sites/default/files/2022-06/669305.pdf>

Student Nurse Responsibilities and Limitations (IMPORTANT)

See the BTC website for current College Policies and Campus Resources, student's classroom conduct expectations and policies, as well as Student Academic Rights and Responsibilities are consistent with the current Student Conduct Code (WAC 495B-121). Each nursing theory course has additional policies outlined in each course syllabus. Each clinical course has policies that reflect additional requirements of clinical agencies where the student is assigned. In addition, the nursing program has the following expectations and responsibilities for nursing students.

Student Nurse Responsibilities

- The student nurse will review the medical records of assigned client(s) with the licensed nurse or clinical faculty before being dismissed from the clinical setting.
- The student nurse will ensure a safe handoff is given to the licensed nurse before leaving the floor.
- The student nurse will remain on site at the clinical facility for the duration of the scheduled clinical hours.
- The student nurse will inform the licensed nurse and clinical faculty of any need to leave the clinical site.
- The student nurse will seek permission from the clinical faculty before performing any procedure.
- The student nurse will ensure that the clinical faculty is notified immediately of any situation which culminates in an incident report.
- The student nurse is responsible for always following the rights of medication administration.
- The student nurse will ensure that all medications are double checked by clinical faculty or a licensed nurse prior to administering.

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- **The student nurse will ensure that a licensed nurse or the clinical faculty is present for any invasive procedure including, but not limited to, injections, IV therapy of any kind, working with central lines, and medication administration.**
- The student nurse will follow the medication administration guidelines for each clinical course, as follows:
 - NURS 114, NURS 115, NURS 124, NURS 125
 - Skilled Nursing Facility: medication with clinical faculty ONLY
 - Outplacements: no medication administration, no injections
 - NURS 135
 - Acute Care: medication with clinical faculty ONLY until permission is given to perform medication administration with the registered nurse. IV fluids and injections with clinical faculty ONLY.
 - Outplacements: medication administration and injections with faculty permission only.
 - NURS 215, NURS 225
 - Acute Care: medication, IV fluids, and IV direct medication with clinical faculty ONLY until permission is given to perform medication administration with the registered nurse.
 - NURS 134, 235
 - Medication with licensed nurse preceptor.

Student Nurse Limitations

The lists below have examples of student limitations. The lists are not exhaustive. Students should not perform any skill for which they have not received theory instruction and been evaluated on and passed as competent in the skills lab setting. Some skills may only be performed with direct licensed nurse supervision. Direct licensed nurse supervision is defined as the clinical faculty or licensed nurse preceptor being “shoulder-to-shoulder” with the student the whole time the skill is being performed.

Direct Supervision

Direct Licensed Nurse supervision is required for nursing students to perform the following skills.

- Blood transfusions: Student may not hang blood, but RN students may participate in ongoing patient monitoring. PN students may observe blood administration. Student signature does not count as a second check for blood transfusions.
- Heparin preparation: All heparin dosage must be double checked and observed when drawn up. No IV heparin (high-risk medication).
- Insulin Preparation: All insulin dosage (sliding-scale or regular dose) must be double checked and observed when drawn up. No IV insulin (high-risk medication).
- IV Therapy: IV fluids and medications including saline/Heparin lock flush.
- Left Ventricular Assist Device (LVAD) - participate in care only: A Left Ventricular Assist Device is a battery-operated mechanical pump that is implanted inside a client’s chest to assist the left ventricle to pump blood to the rest of the body.
- Medication calculations: All medication calculations must be double checked by a licensed nurse before medication is administered.
- Pediatric medication dosage calculation and administration: All pediatric medication calculations and administration must be directly supervised.
- Peripherally Inserted Central Catheter (PICC) line removal: Removal of a PICC line requires permission from faculty, supervision of a licensed nurse, and can only be performed by an RN student.
- Signature: Signature in narcotic book, consent forms, admission, and discharge sheets and on blood transfusion sheets must be countersigned.

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- Transcribing orders: See signing off orders procedure below.
- Unit Transfer: Transferring a client to or from one unit to another within a facility.
- Venous Access: Venipuncture, phlebotomy; conversion to/from IV to saline lock.

DO NOT Perform

Students MUST NOT perform any of the following whether supervised or not.

- Amniotomy: The deliberate rupturing of the fetal membranes to bring on labor.
- Antineoplastic agents - administration of (IV or PO): Antineoplastic: Acting to prevent, inhibit or halt the development of a neoplasm (a tumor). An agent with antineoplastic properties. The term is applicable to dozens of other chemotherapy agents used to treat this and other forms of cancer. Often have handling precautions.
- Arterial blood draws: An arterial stick is the collection of blood from an artery for laboratory testing. Blood is usually drawn from an artery in the wrist. It may also be drawn from an artery on the inside of the elbow, groin, or other site.
- Arterial catheters - blood draws from an arterial line (also art-line or a-line) is a thin catheter inserted into an artery. It is most commonly used in intensive care medicine and anesthesia to monitor blood pressure directly and in real-time (rather than by intermittent and indirect measurement) and to obtain samples for arterial blood gas analysis.
- A-V grafts – accessing: A graft (also called an arteriovenous graft or A-V graft) is made by joining an artery and vein in an arm with a plastic tube. The plastic tube is placed in a U-shaped loop under your skin, joining the radial artery to a vein near the elbow. Seen with dialysis.
- Burn dressing changes: Applying a dressing to an injury caused by exposure to heat or flame.
- Cardiac sheath removal: During a cardiac catheterization, a long, narrow tube called a catheter is inserted through a plastic introducer sheath (a short, hollow tube that is inserted commonly into the femoral artery).
- Cardioversion: The use of an electric shock to convert a dangerously rapid, fluttering, and ineffective heartbeat to its normal rhythm.
- Central line dressing changes where prohibited by policy (most acute care facilities): A central venous catheter (CVC), also known as central line, central venous line, or central venous access catheter, is a catheter placed into a large vein in the neck (internal jugular vein), chest (subclavian vein or axillary vein) or groin (femoral vein).
- Defibrillation: Defibrillation is a treatment for life-threatening cardiac dysrhythmias, specifically ventricular fibrillation, and non-perfusing ventricular tachycardia. A defibrillator delivers a dose of electric current to the heart.
- Epidural infusion: Epidural administration is a medical route of administration in which a drug or contrast agent is injected into the epidural space of the spinal cord.
- Intra-aortic balloon pump (IABP) - Care for a client: An intra-aortic balloon pump (IABP) is a mechanical device that helps the heart pump blood. This device is inserted into the aorta, the body's largest artery. It is a long, thin tube called a catheter with a balloon on the end of it.
- Intrathecal catheter -Administration of medication via: An intrathecal catheter is used to deliver medications directly into the space between the spinal cord and the protective sheath surrounding the spinal cord.
- Intrauterine catheter placement: An intrauterine pressure catheter (IUPC) is used during labor to help measure the exact force of contractions during labor by considering contraction frequency, duration, and strength.
- PICC line insertion: A peripherally inserted central catheter (PICC line), is a form of intravenous access that can be used for a prolonged period or for administration of substances that should not be done peripherally. It is a catheter that enters the body through the skin at a peripheral site, extends to the superior vena cava (a central venous trunk), and stays in place for days or weeks.

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- Ports: Initial access of a port or de-access (may use while access established): A port is a type of central venous catheter. It is also called an implantable venous access port. It's a small drum made of plastic or metal with a thin tube going from the drum into a large vein. May use once access has been established.
- Prostaglandins gel (and derivatives) administration: Prostaglandin is an artificial hormone to start labor. This hormone softens and thins the cervix, readying it for delivery. Administered vaginally.
- Scalp lead insertion/removal: An internal monitor that directly records the fetal ECG via a single electrode applied to the fetal scalp (a fetal scalp electrode).
- Sedation: Procedural/conscious: Procedural sedation and analgesia, previously referred to as conscious sedation, is defined as "a technique of administering sedatives or dissociative agents with or without analgesics to induce a state that allows the client to tolerate unpleasant procedures while maintaining cardiorespiratory function."
- Suturing: Joining of the edges of a wound or the like by stitching.
- Total Parenteral Nutrition (TPN): Students may observe only.
- Verbal orders from a Healthcare Provider: Students are never allowed to take verbal orders from a Healthcare Provider, this includes phone orders.

CPR

The student nurse should initiate CPR if the situation warrants emergent action. The student nurse should take an observation role once the code team or equivalent has arrived.

Safe Medication Administration

In accordance with WAC 246-840-513, the BTC Nursing Program will include and be guided by the following:

Orientation to Safe Medication Administration

Students will be provided with both theory and clinical learning experiences related to safe medication administration appropriate to their level of education. Simulated experiences with medication administration skills will be satisfactorily completed in the Skills Lab before a student is allowed to administer medications in the clinical environment with supervision. Students must always be supervised by a licensed nurse for any medication administration to a patient. Student orientation to safe medication administration will include, but is not limited to, the following simulated learning experiences:

1. Correct reading and interpretation of a medication order.
2. Safe identification of the patient.
3. Routes of medication administration, including the nursing judgment required to safely implement the routes of medication administration.
4. Safe use of Automated Drug Dispensing Devices (ADDDs) and other medication dispensing systems.
5. Processes for administration of controlled substances, medication wastage, and monitoring for drug diversion.
6. Medication reconciliation procedures.
7. Accurate dosage calculation (see Dosage Calculation Exam); and
8. Correct documentation of medication administration.

Students will complete training on Automated Drug Dispensing Devices (ADDDs), prior to their use in the clinical setting. In addition, students will receive on-site orientation(s) to agency specific ADDDs, with supervision, by a licensed nurse (faculty or preceptor).

Evaluation of Medication Administration Competency

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Students will be evaluated each quarter of the Nursing Program to determine medication administration proficiency using exams that measure knowledge of pharmacology, medication administration techniques, and safe dosage calculation. Clinical performance will also include evaluation of safe medication administration.

Documentation of Student Medication Errors and Alleged Diversion

As mandated by the Washington State Nursing Care Quality Assurance Commission (NCQAC), the Nursing Program will complete documentation of student medication errors and alleged diversion of drugs and report these errors to the NCQAC as required. All student medication errors will be documented on the BTC Nursing Quality Assurance and Incident Report Form by the student and supervising clinical faculty and the Nursing Director will keep this documentation in a confidential file. Forms provided for this purpose by the NCQAC may replace this form.

Documentation of Medication Administration Errors or Alleged Drug Diversion must be reported to the Nursing Director of Nursing within one business day. A complete report will include a Quality Assurance Incident Report Form, and Root Cause Analysis form. Original copies go to the Nursing Director for signature, entry on the Event Log and then to student file.

Most medication administration errors are unintentional behavioral choices where risk is not recognized. However, there are rare instances where a student makes the conscious behavioral choice to disregard a substantial and unjustifiable risk that results in a medication administration error. Careful review of mistakes, errors, and “near misses” facilitates learning from such occurrences and identifies opportunities for process and system improvement.

Faculty will use the SPEET rubric in conjunction with the Criteria for Behavior Not Meeting Program Standards when counseling students and in determining action to be taken in the event of a medication administration error or alleged drug diversion.

As part of ongoing Continuous Quality Improvement, the Nursing Program will:

- Determine the cause and contributing factors of the incident.
- Work towards preventing future occurrences.
- Facilitate student learning; and
- Use the results of incident assessments for on-going program improvement.

Computer Access of Patient’s Charts

Students will receive computer training for assigned clinical affiliate and will be responsible to follow the affiliate’s policies regarding computer access of client records. Students are allowed to access computer charts and records on clinical orientation day and assigned clinical days when they are at the healthcare facility. The student may only view the medical records of the client(s) that have been assigned. Once the student has left the facility, the computer record is not to be accessed. The student may not access the facility’s computer database and/or medical record database from an off-site location or personal device. The healthcare facility will assign each student a student access ID number and password that can be used for the clinical practicum only. This student ID is to be used only by the student to which it is assigned. Please do not share your student access ID number.

Should there be a breach in the computer/EMR system, the incident will be handled according to the healthcare facility’s policies and standard. Any breach in confidentiality and security of patient’s records may be grounds for dismissal from the program.

Confidentiality

Nursing students must adhere to strict confidentiality policies when handling client information in healthcare settings. This includes maintaining confidentiality through verbal, paper, and computer-based communication. Students should limit cellphone use at clinical sites, following faculty approval and site policies. Patient confidentiality, governed by

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HIPAA, is paramount. Students may share non-identifiable information for educational purposes but should never share patient information, photos, or facility details on social media or through email. Taking pictures of patients is prohibited, even with permission. Access to client information is allowed for proper care planning, but discussions should remain within clinical or classroom settings. Violations may include but are not limited to:

- Sharing patient information or photos on social media or through text and email.
- Accessing information that is not within your scope as a student.
- Accessing the student's own medical record or the records of family members or other patients not assigned to the student.
- Misusing, disclosing without proper authorization, or altering patient information.
- Using another person's login and/or password for computerized health records.
- Leaving client data in an unsecured area.
- Removing copies of legal documents from the clinical facility.
- Failure to abide by clinical partner agency confidentiality policies.

Confidentiality between students is vital to foster open communication. **Any breaches will be reported to clinical agencies and may lead to program dismissal.** Students are required to sign a confidentiality agreement and may need to sign additional agreements with clinical affiliates.

Social Media

Social media and electronic communication are widely used in personal and professional contexts. While they offer valuable communication tools, they also come with risks due to their instant and permanent nature. Nurses can use social media for personal purposes, but they must be cautious not to disclose patient information or violate their privacy rights when sharing workplace experiences.

To protect patient confidentiality and maintain ethical standards on social media:

- Nursing students have a legal and ethical duty to safeguard the privacy of others at all times.
- Sharing patient-related images or any content that may breach patient privacy is strictly prohibited.
- Avoid identifying students, faculty/staff, patients, or posting any identifying information.
- Maintain professionalism and boundaries online, as you would in person.
- Report any breaches of confidentiality promptly.
- Adhere to facility policies regarding electronic devices.
- Avoid making negative or offensive comments about facilities, colleagues, or the college.

These guidelines emphasize the importance of upholding patient privacy and maintaining professionalism when using social media and electronic communication as a nursing student. See NCSBN social media guidelines for more information: https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf

Nursing Code of Ethics

The nursing faculty of Bellingham Technical College expect students enrolled in the Nursing Program to adhere to the provisions in the American Nurses Association's (ANA), [Nursing Code of Ethics](https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/). (American Nurses Association. (2015). Code of ethics for nurses. American Nurses Publishing.) <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Provision 1

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

Provision 2

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

Provision 3

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

Provision 4

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

Provision 5

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

Provision 6

The nurse, through individual and collective effort, established, maintains, and improved the ethical environment of the work setting and condition of employment that are conducive to safe, quality health care.

Provision 7

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

Provision 8

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

Provision 9

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

Just Culture

Open reporting and participation in error prevention and improvement is facilitated by use of the principles of “Just Culture” and using the Student Practice Event Evaluation Tool also known as the SPEET rubric. Most errors are unintentional behavioral choices where risk is not recognized. However, there are rare instances where a student makes the conscious behavioral choice to disregard a substantial and unjustifiable risk which results in an error. Careful review of mistakes, errors, and “near misses” facilitates learning from such occurrences and identifies opportunities for process and system improvement. Faculty will use the SPEET rubric in conjunction with the BTC Criteria for Behavior Not Meeting Program Standards when counseling students and in determining action to be taken in the event of an error.

Program Expectations

Student Nurse Rights and Responsibilities

These nursing student rights have been developed by the nursing program in collaboration with the Nursing Advisory Committee and the Nursing Student Governance Advisory Committee. The Nursing program adheres to and complies with the BTC Student Code of Conduct, college policies governing student rights, and due process student appeals.

Students have the right to:

- Be treated with respect, civility, and dignity. Ask questions respectfully and voice concerns without fear of retribution.
- Fair and equal treatment in all areas of academic concern regardless of race, color, creed, age, gender, national origin, or disability.
- Clear communication about what is expected of them to participate in their respective programs and when important deliverables are due (e.g., vaccination records, BLS certification, PPD/Quantiferon Gold results, etc.)
- Truthful, timely, and accurate communication from peers, faculty, clinical preceptors, staff, and nursing program administration.
- Accurate and clear information about course requirements, learning objectives, and instructions including receiving a copy of the Nursing Program Handbook, a course syllabus, and clearly stated criteria for evaluation by the faculty.
- Actively participate in a classroom, lab, or simulation environment that is conducive to learning, respectful, and promotes professionalism.
- Appropriate clinical experiences that are safe, supportive, and enhance their learning and professional growth. Clear explanations of what to expect at the site, expected student outcomes, and clear communication about the length, onboarding, location, expected start and stop times, and who the point of contact is for all clinical experiences.
- Thorough and prompt evaluation of academic work.
- Receive assistance understanding rights and resources for support through difficult situations.
- Participate in program development, implementation, and evaluation as well as governing actions of the Nursing Program and BTC.
- Access to their own grades and records and confidential treatment of those grades and records pursuant to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99.
- Notification of pending failure to progress for academic, professional, or health reasons.
- Learn about policy changes prior to effective date through verbal and written channels.
- Be treated as a professional.

Students have a responsibility to:

- Treat others with respect, civility, and dignity. Address concerns with involved parties effectively in a professional way utilizing skills that include verbal and nonverbal communication, active listening, stress management, and the capacity to recognize and understand the impact of emotions on self and others.
- Satisfy the requirement of scholarship and health and meet the standards of expected prospective members of the nursing profession.
- Maintain compliance status for the various requirements, such as vaccines, licensure status, etc.
- Respond to communication in a timely manner, and in the preferred method identified by faculty or staff. Follow appropriate chain of command. Respect the communication among peers, clinical staff, preceptors, faculty, and staff. Communication should not be shared on social media unless consent is obtained first. Refrain from

BTC Nursing Program Student Handbook

derogatory comments towards or about BTC students or employees on social media that adversely affect the college community or the pursuit of its objectives.

- Know and understand the contents of each syllabus. Actively participate in class, skills lab, simulation experiences, and the clinical setting. Ask for explanation of any unclear course requirements, learning objectives, or instructions. Review BTC email and Canvas communication and respond accordingly. Abide by the stated course and program policies.
- Attend on time and be prepared for class, lab, and practicum. Notify faculty or staff in a timely manner if unable to attend. Be an active participant in the learning process. Avoid distracting others.
- Actively participate in the clinical experience process. Reply to all requests from program faculty and staff and meet all deadlines for submission of required documents and onboarding requirements. Report all concerns and issues to the appropriate faculty as soon as the issue or concern arises in the clinical setting.
- Turn in assignments on time. Read the feedback and make requested changes in future assignments. Acknowledge that grading and thorough feedback take time to complete. Review BTC email and Canvas communication and respond accordingly. Exhibit self-awareness, self-regulation, self-direction, and motivation necessary for successful course completion
- Communicate with course lead faculty and/or Nursing Support Specialist. Utilize college resources such as Counseling, Tutoring, Advising, and Financial Aid. Exceptions to academic policies and procedures should not be expected.
- Provide student representation on committees such as the Nursing Student Governance Advisory Committee (NSGAC), the Student Nurse Organization (SNO), and the Associated Students of BTC (ASBTC). Share information with peer representatives and respond to representatives' inquiries. Know and use established communication channels. Complete all institutional evaluations.
- Keep track of points received for assignments and know their total points received. Not gossiping about peer's grades.
- Know their rights to appeal such decision if considered by the involved student to be unfair on specific grounds.
- Respond to proposed policy changes through appropriate channels prior to the effective date; verbally (such as in class meetings) and written (via email). Evaluate the changes on an ongoing basis providing feedback through proper channels.
- Perform within approved nursing student's scope of practice. Review and follow BTC and clinical site student expectations and codes of conduct. Conduct oneself in a manner consistent with the ANA Standards of Practice, ANA Code of Ethics and the Laws and Regulations governing nursing care (RCW 18.79; WAC 246-840).
- Uphold standards of academic integrity. Demonstrate satisfactory achievement of course outcomes and responsibility and accountability for all actions. Act in a safe and prudent manner to promote safety of self and others, including the provision of safe patient care. Protect privacy and confidential information.

Students with concerns may meet with the Nursing Director and/or follow the student appeals process on the BTC website <https://www.btc.edu/CurrentStudents/StudentResources/StudentAppeals.html>

Professional Boundaries

Please see the NCSBN guidelines regarding professional boundaries: https://www.ncsbn.org/public-files/ProfessionalBoundaries_Complete.pdf

As a student nurse at Bellingham Technical College:

- You are designated as a "student nurse" in clinical settings.
- You cannot perform skills from previous jobs or certifications in clinical settings.

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- Always work under the guidance of nursing faculty or preceptors.
- Skills must not be performed until covered in the Nursing Program, even if you have prior experience, unless directly supervised by clinical faculty.

Regarding client interactions:

- Do not establish personal relationships with clients or their significant others.
- Avoid sharing personal information such as your address, phone number, or email.
- Encourage clients to seek their own support systems.
- Do not transport clients in your car or ride in their car.
- If you encounter a friend or relative on your assigned unit, inform staff and clinical faculty for proper guidance and potential reassignment.

Behavior

Professional behavior is expected of all nursing students. Per WAC 246-840-519: The nursing education program shall hold students accountable for professional behavior as identified in chapters 18.79, 18.130 RCW and 246-840 WAC, including academic honesty and integrity. Failure to abide by the Nursing Student Responsibilities and professional behavior may result in disciplinary action up to and including dismissal from the nursing program. The following are examples of behaviors that may be grounds for dismissal from the program:

- Unsatisfactory attendance.
- Unsatisfactory progress.
- Dishonesty in the classroom or clinical setting.
- Attendance in class or clinical setting under the influence of alcohol or other drugs.
- Unsafe clinical practice as defined in the student and clinical handbooks.
- Behavior inconsistent with clinical facility policy as stated in the facility's policy manual.
- Breach of confidentiality.
- Unprofessional conduct.

Behavior Not Meeting Program Standards

Nursing students are legally responsible for their own acts, commission and/or omission. Nursing faculty are responsible for any acts of their students in the clinical area therefore, it is necessary for the student and the nursing faculty to evaluate unsafe behavior. Any student demonstrating unsafe behavior (including violation of the WAC chapter 246-840) is subject to removal from the clinical setting and subsequently unable to progress in the program. Faculty will use principles of "Just Culture" and the Student Practice Event Evaluation Tool also known as the SPEET rubric when counseling students and in determining action to be taken in the event of unsafe clinical performance and/or behavior not meeting program standards.

Definition of behavior not meeting program standards: Students must demonstrate the judgment and professional behavior necessary to protect the client from physical and emotional jeopardy. Students are evaluated throughout the quarter to ensure safe professional practice. Students at risk of removal from a course have not met program standards due to: (a) the seriousness of an incident, or (b) a pattern of unsafe behavior.

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Not meeting program standards is demonstrated when the student (examples may not be limited to descriptors below):

- Violates or threatens the physical safety of the client.
 - Unsafe use of equipment or supplies. Comes unprepared to the practice site. Incorrect positioning. Inadequate preparation for an emergency.
- Violates or threatens the psychological safety of the client.
 - Uses clichés repeatedly. Does not encourage verbalization or is not aware of difference in ability to communicate. Imposes personal values upon client. Denies client the right to make decisions about own care. Fails to provide a therapeutic environment. Uses of profane language. Uses culturally insensitive communication.
- Violates or threatens the microbiological safety of the client.
 - Unrecognized violation of aseptic technique. Comes to the practice site ill. Clinical placement requirements are not current.
- Violates or threatens the chemical safety of the client.
 - Fails to observe safety precautions. Injures client with application of hot/cold. Leaves unreliable client alone.
- Violates the thermal safety of the client.
 - Fails to observe safety precautions. Injures client with application of hot/cold. Leaves unreliable client alone.
- Inadequately and/or inaccurately utilizes critical thinking.
 - Fails to observe/identify and/or report critical data regarding clients. Makes repeated faulty judgments. Difficulty prioritizing and organizing responsibilities.
- Violates previously mastered principles/learning objectives.
 - Incorrectly performing skills that have been previously evaluated/mastered. Inadequate preparation for procedure. Does not follow practice site policies and procedures.
- Assumes inappropriate independence in actions or decisions.
 - Fails to seek help when situation is out of control or in an emergency. Performs skills that have not been evaluated in the classroom/lab setting. Does not seek supervision or assistance for tasks that have not been previously performed with or evaluated by instructor.
- Displays unprofessional conduct.
 - Dishonest about tasks performed. Omits treatments or aspects of student responsibilities and does not inform instructor or staff. Does not recognize or acknowledge mistakes/errors. Commits privacy violation.
- Displays behavior that puts client safety at risk.
 - Becomes stressed, anxious, and overwhelmed by changes in the environment and routine. Difficulty adjusting the plan based on new findings or changes to the situation. Difficulty applying knowledge and experience to new or different situations. Inconsistent performance despite having previously made progress toward learning objectives.

Please note: Students are expected to function safely and professionally at all times. These are only some of the examples of unsafe situations and do not represent all the examples that can result in a student being removed from a course due to not meeting program standards.

Any violation of these criteria will be reviewed by the faculty and program director and will be handled individually regarding student's continuation in the program.

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Progressive Discipline

Disciplinary warnings within the Nursing Program are implemented in accordance with the principles of progressive discipline. Progressive discipline is a fair and systematic approach aimed at addressing issues related to student conduct, adherence to the Student Conduct Code, college, or Nursing Program policies, maintaining adequate progress in theory, and behavior that does not meet program standards.

The following guidelines outline the progressive disciplinary process:

Verbal Warning

When a student's conduct or academic performance falls below the expected standards, a verbal warning will be issued by the relevant faculty member or program authority. The purpose of the verbal warning is to inform the student of the concern, discuss expectations, and provide guidance on improvement.

Written Warning

If a student's issues persist or escalate after a verbal warning, a written warning will be issued.

The written warning will clearly outline the specific concerns, reference the Student Conduct Code, college, or Nursing Program policies that have been violated, and explain the need for improvement.

The student will receive a copy of the written warning and have the opportunity to review it.

Review Meeting

Following the issuance of a written warning, a review meeting may be scheduled with the faculty, the program director, the student support specialist, and/or program staff. Students may also request a review meeting with any of the above-mentioned staff.

During the review meeting, the student, along with an optional witness of their choice, will meet with the issuing faculty member to discuss the written warning and its implications.

The purpose of this meeting is to promote open communication, clarify expectations, and explore opportunities for improvement.

Recommendations for Success/Remediation

Recommendations for success and remediation will be determined based on the following sources:

- BTC Student Code of Conduct
- Individual course outcome objectives
- Washington Administrative Code (WAC) for nursing practice

These recommendations will be tailored to address the specific concerns identified in the disciplinary process and may include academic support, counseling, or other relevant interventions.

Progress Monitoring

Students who receive written warnings are expected to make meaningful efforts to address the identified issues. Faculty and program authorities will monitor the student's progress and provide necessary support to facilitate improvement.

Escalation

If a student's conduct or academic performance continues to be unsatisfactory despite the progressive disciplinary process, further actions may be taken in accordance with the Nursing Program's policies and procedures.

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It is essential for all students within the Nursing Program to adhere to the principles of progressive discipline. This approach fosters a supportive learning environment that encourages personal growth, responsibility, and continuous improvement in both theory and behavior.

Safety Violations and Dismissal

In addition to the progressive discipline process outlined above, it is important to note that safety violations within the Nursing Program pose a significant risk to both patients and the healthcare environment. Therefore, certain safety violations may result in dismissal from the program without following the progressive discipline steps. Safety violations that are egregious or pose an immediate threat to patient safety, ethical standards, or the integrity of the Nursing Program may warrant immediate dismissal.

Dismissal due to safety violations will be determined by a review committee consisting of the program director, faculty members, and relevant staff. The decision to dismiss a student in such cases will be based on the severity of the safety violation and its potential impact on patient care and the learning environment.

It is imperative that all nursing students prioritize safety in their practice and conduct to maintain the highest standards of patient care and professionalism. Safety violations will be addressed with the utmost seriousness and consideration for the well-being of patients and the integrity of the Nursing Program.

Dismissal from the Program

When a student exits the nursing program, the nursing faculty will follow Bellingham Technical College grading policy in assigning a grade. The Nursing Director or Nursing Support Specialist will meet with the student to complete an exit interview. If the student is eligible for reentry into a future cohort the Request for Reentry form will be completed at this meeting. A copy of the form will be given to the student and the original copy will remain in the student's file. See Reentry and Transfer.

College Services and Organizations

Student Support Services

BTC Nursing program is committed to providing additional support for our in-program and pre-program students. The program's support staff provide coaching, support, and guidance to help students to attain academic and career goals. Staff members assess needs, help create an educational plan and work with students to address any challenges that may be experienced. The staff will direct students to appropriate support, funding resources, assist with job searches, and help review resume and job application materials.

- **Nursing Support Specialist** – focuses on in-program students by providing coaching, support and guidance for success and assists with employment readiness.
- **Nursing Program Specialist** – Assists in-program students with seat offers, registration, event planning and coordination, schedule meetings with the nursing program director.
- **Nursing Program Instructional Technicians** – assists students in the skills and simulation labs provides program students with orientations, technology (Canvas & ATI), and tracks clinical placement requirements.
- **Nursing College Navigator** – provides pre-program educational plans and supports preparation for application to the program.

Accessibility Resources

BTC and your instructor are committed to the principle of universal learning. This means that our classrooms, our virtual spaces, our practices, and our interactions be as accessible as possible. If you have a disability, such as difficulty reading, hearing, or seeing content, health or mobility challenges, or any other difficulties that might negatively impact your access to this course, you may be eligible for academic accommodations from our Accessibility Resources office. If you feel you may qualify for an accommodation, fill out the AR application at <http://www.btc.edu/ARApplication>, ideally at the start of the quarter. (You may contact them at any time during the quarter.) The AR office is located in the College Services Building, Room 111. Call 360.752.8576 or email ar@btc.edu. If you qualify for academic accommodations, AR will forward a letter of accommodation to your instructor, who will, with you, work out the details of any accommodations needed for this course. **IMPORTANT: Students must renew their accommodations each quarter they would like to use them. Accommodations are not retroactive. If a student requires accommodations while in the Nursing Program it is the student's responsibility to contact Accessibility Resources (AR) each quarter and to follow AR policies and procedures.**

Counseling

Bellingham Technical College offers academic, career, and personal counseling free of charge. BTC counselors have one goal: to help students experience success. Counselors provide both academic and personal counseling services for students experiencing difficulties that interfere with learning. The focus is on providing support, clarifying choices, handling difficult situations, and accessing community resources. Students can contact counseling services at counseling@btc.edu or call 360-752-8345 for more information or to make an appointment. The faculty or Nursing Support Specialist may refer nursing students to BTC Counseling services or students can seek services on their own. See BTC website for more details.

ELL Academic Adjustments

Students who are English language learners (ELL) or are students who have been identified as having Limited English Proficiency should meet with the Nursing Support Specialist. Students must meet with Student Services staff to evaluate what academic adjustments are necessary. These students may be eligible for extended time on tests, testing in the BTC Assessment Center and other academic adjustments. It is the student's responsibility to inform all instructors of the academic adjustments they have been approved for. The academic adjustments roll over from one quarter to the next.

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Tutoring Center

The BTC Tutoring Center offers free access to tutoring services. Tutoring is available on a drop-in basis when classes are in session. To receive tutoring, you must be attending class and working on assignments. Tutors are graduate students, peer tutors, BTC graduates, retired teachers, professionals, and others. Tutoring is conducted in a group setting. Contact the Tutoring Center for current schedules and more information: tutoring@btc.edu, 360.752.8499.

Opportunities for Student Input

Students have opportunities for input in the following areas:

- **Nursing Student Governance Advisory Committee:** Each cohort will select two or three class representatives who will participate in this committee. The committee will meet with nursing faculty to review program changes and make recommendations. These meetings occur at minimum twice a quarter. These meetings allow student participation in the determination in the program policies and procedures, curriculum planning and evaluation. Student representatives should solicit input from their cohort and develop a meeting agenda accordingly. Student representatives are responsible for communicating with their cohort after the meeting.
- **Advisory Committee** meetings, which meet at least twice a year.
- **The Student Nurse Organization (SNO)** meets on a regular basis generally twice monthly, as well as participates in and plans activities. SNO aids in the preparation of student nurses for the assumption of professional responsibilities and in providing unity among nursing students.
- **Associated Students of Bellingham Technical College (ASBTC)** is open to all persons currently enrolled in degree/certificate programs at BTC. The nursing program has two student council senators, one from first year and one from second year. Each cohort additionally has a representative who can also act as an alternate senator. ASBTC meets weekly on Wednesdays at lunch.
- **Faculty Evaluations** students provide feedback on their lead and clinical faculty each quarter.
- **Curriculum Evaluations** which are included with each course, theory and clinical.
- **Clinical Site Evaluations** for each clinical experience.
- **Graduate Satisfaction Survey.**

Throughout the program, students are expected to play an active role in planning, implementation, and evaluation of their education.

Campus Emergencies

If an emergency arises, your instructor may inform you of actions to follow. You are responsible for knowing emergency evacuation routes from your classroom. If police or university officials order you to evacuate, do so calmly and assist those needing help. You may receive emergency information alerts via the building announcement system, text message, email, or BTC's website, Facebook, and Twitter. Refer to the emergency flipchart in your classroom for more information on specific types of emergencies.

Bellingham Technical College uses RaveAlert to send mass notifications in the event of an emergency. Messages can be sent via email, text, or both. If you are a BTC Student, go to <https://secure2.btc.edu/forms/SafetyAlerts/SafetyAlert-StudentForm.asp> to sign up.

Nursing Program Contracts, Agreements & Forms

The following forms need to be signed and turned in to your instructor:

- Nursing Program Student Contact Information Form
- Nursing Program Handbook Statement of Understanding
- Classroom Recording Agreement
- Photo Release Form
- Student Release of Records for Reference or Recommendation

The following forms are in Complio and DO NOT need to be turned in to your instructor.

- Disclosure and Authorization Form
- Informed Consent for Coursework Requiring Human Subjects
- Confidentiality Agreement
- Simulation Lab Participation Agreement
- Medical Policy Statement of Agreement
- Criminal History Self-Disclosure Form
- Health Status Report/Physical Exam
- Covid-19 Fact Sheet & Assumption of Risk

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Nursing Program Student Contact Information Form

Nursing students are required to keep their most current address, phone number(s), and preferred email on file with the nursing program. Be sure to include all applicable numbers (cellphone, home, etc.). This information will only be used by program faculty, staff, and Nursing Director and will be kept confidential per FERPA. Students will be asked to provide an emergency contact name, phone number, and preferred email address. This information will only be used in an emergency and will be kept confidential per FERPA.

Student Information

Name: _____

Mailing Address: _____

Phone: _____

Text ok? Yes No

Email Address: _____

Emergency Contact Information

Name of emergency contact: _____

Relationship: _____

Phone: _____

Text ok? Yes No

Email Address: _____

BTC Nursing Program Student Handbook

Nursing Program Handbook Statement of Understanding

I, _____, a student enrolled in the Nursing Program at Bellingham Technical College, and I hereby acknowledge and confirm the following:

1. I have received, read, and understand the contents of the Nursing Program Handbook provided to me.
2. I affirm that I meet the BTC Nursing Program Technical Standards.
3. I am fully responsible for complying with all policies, procedures, and guidelines outlined in the Nursing Program Handbook throughout my enrollment in the program.
4. I am aware that the Nursing Program Handbook may be updated at any time with notification from the program administration, and I will be responsible for adhering to the most current version.
5. I understand that the current version of the Nursing Program Handbook supersedes any and all prior handbooks issued by the program.
6. I acknowledge that the Nursing Program Handbook is readily available to me on the Canvas nursing program home page and the program website for reference.
7. I recognize that both the Nursing Program Handbook and the course syllabus together constitute a binding contract between myself and the Nursing Program.
8. I am aware that failure to comply with the policies and procedures contained in the Nursing Program Handbook may result in disciplinary actions, up to and including dismissal from the BTC Nursing Program.

By signing below, I confirm that I have read, understood, and agreed to abide by the terms and conditions outlined in the Nursing Program Handbook. I understand that it is my responsibility to stay informed about any updates to the handbook.

Student Signature: _____ Date: _____

Student ID Number: _____

If you have any questions or need clarification regarding the Nursing Program Handbook, please do not hesitate to contact the Nursing Program Director,

BTC Nursing Program Student Handbook

Classroom Recording Agreement

Student Name: _____

The creation of a safe learning environment is important to us at Bellingham Technical College. During your time studying at Bellingham Technical College's Nursing Program, you will have access to various learning and teaching events and materials which may, in some way, be protected by privacy, copyright and data protection laws. It is essential that you understand that you will need to observe privacy laws when using these resources.

- **Permission to Record:** Students must request permission from the faculty for each instance of recording in the classroom or lab.
- **Notification:** Faculty will inform all students in the class, including guest speakers, when recording permission has been granted.
- **Educational Use Only:** Recordings are strictly for facilitating student learning and must not be used for any other purpose.
- **No Public Sharing:** Recordings may not be shared, posted on publicly accessible web platforms (e.g., Facebook, YouTube), published, sold, or used in any way beyond private study.
- **Record Deletion:** Students are required to delete all recordings at the end of each course.
- **Copyright Compliance:** Public distribution of recorded materials may violate federal or state copyright laws or College policy.
- **Disciplinary Consequences:** Violation of this policy may result in disciplinary action against the student.
- **Seek Clarification:** Students are encouraged to seek clarification on this policy from the faculty or dean if needed.

Student Signature: _____ Date: _____

**BTC Nursing Program Student Handbook
Photo Release Form**

Bellingham Technical College
3028 Lindbergh Avenue Bellingham, WA 98225-1599
Phone 360.752.8325 Web: www.btc.edu

RELEASE FORM

I, _____, hereby give my permission in
(print name clearly)

perpetuity to Bellingham Technical College to use my photo, image, video and/or commentary to be used for instructional purposes or promote the college.

I do this willingly, expecting no compensation or gratuity of any kind from Bellingham Technical College. I will make no monetary or other claim against Bellingham Technical College for the use of my photo, image, video and/or commentary.

I understand that the college will not sell or transfer my photo, video, image and/or commentary to other agencies or commercial entities for profit.

NAME _____
(signature of student) / or I certify I am the legal parent/guardian of the child being photographed and give permission to BTC to photograph my child.

DATE _____

PROGRAM _____

Photo /Video Description: Pinning class picture and all program group photos.

Others in Photo/Video : _____

Bellingham Technical College does not discriminate on the basis of race, color, national origin, religion, gender identity or expression, sex, disability, veteran status, sexual orientation, age, or genetic information in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Executive Director for Human Resources, 3028 Lindbergh Avenue, Bellingham, WA 98225, 360.752-8475. If you have a documented disability, contact BTC's Accessibility Resources: ar@btc.edu or 360.752.8450 for any accommodations for programs, classes, activities and more.

Revised September 14, 2018

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Student Release of Records for Reference or Recommendation



**STUDENT RELEASE OF RECORDS
FOR REFERENCE OR RECOMMENDATION**
(Family Educational Rights and Privacy Act of 1974)

TO BE FILLED OUT BY THE STUDENT ONLY

I, _____ hereby authorize Bellingham Technical College
(PLEASE PRINT FULL NAME)
to release my educational record to prospective employers.

This release allows the following individual(s) to provide any and all information which pertains to my performance at Bellingham Technical College unless otherwise stated below.

PLEASE PRINT FULL NAME

BTC Instructor/Staff _____

I understand that this release of information remains in effect until I revoke my consent in writing.

Signature of Student

Date

SID # _____

Copy: Instructor (keep on file)

Copy: Student (optional)

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Appendix: Course Descriptions

Early Program (Prerequisite) Courses

BIOL& 160 General Biology w/Lab

5 Credits

This course provides introduction to basic concepts of biology, with an emphasis on the cells as the fundamental unit of life. Topics include cell structure, basic chemical and biochemical concepts, metabolism, cell division, principles of genetics, biological diversity, and methods of scientific inquiry and critical thinking. Course establishes foundation necessary for continued biology study, especially in human anatomy and physiology. Lab included.

BIOL& 241 Human Anatomy & Physiology 1

5 Credits

This course emphasizes understanding of the normal human, which will serve as a foundation of general understanding as well as a foundation for future study in allied health fields. Lecture, group discussion, literature and internet research, and laboratory exercises are included. Acquisition of basic knowledge, application and integration of concepts is emphasized. BIOL& 241 includes anatomy survey; tissues; and integumentary, skeletal, muscular, nervous, and endocrine systems.

BIOL& 242 Human Anatomy & Physiology 2

5 Credits

This course emphasizes understanding of the normal human, which will serve as a foundation of general understanding as well as a foundation for future study in allied health fields. Lecture, group discussion, literature and internet research, and laboratory exercises are included. Acquisition of basic knowledge, application and integration of concepts is emphasized. BIOL& 242 includes circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems.

BIOL& 260 Microbiology

5 Credits

Exploration of microbial world with a focus on medical microbiology for students in the health field. Areas of study include classification of microbes, life cycle, metabolism, control, and common infectious diseases of the human body. Laboratory component will demonstrate procedures to identify and control microbes.

CHEM& 121 Intro to Chemistry

5 Credits

Introductory course for non-science majors, nursing, and environmental science students. Includes basic concepts of inorganic and organic chemistry, the nature of atoms, molecules and chemical bonds, chemical notation, chemistry of solutions, scientific reasoning, and problem-solving in the study of the theory and application of chemistry. Lab work is included.

ENGL& 101 English Composition I

5 Credits

A composition course in which students read, analyze, and write essays using a variety of rhetorical strategies, as well as develop and verbally express ideas clearly and effectively. The critical reading of essays will provide a basis for the student's own critical writing, which will reflect a command of college-level literacy standards. Attention to writing fundamentals and stylistic techniques will also be included.

MATH& 146 Introduction to Statistics

5 Credits

Fundamental concepts and basic tools of descriptive and inferential statistics. How to describe data and make reasonable conjectures about the populations from which the samples were taken. Topics include sampling distribution patterns, organization of data, sampling methods and experimental design, probability and simulation of random events, estimation of population parameters, confidence intervals, correlation, linear regression, and basic hypothesis testing. Internet/computer access and graphing calculator required.

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PSYC& 100 General Psychology

5 Credits

An overview of the factors affecting behavior including topics related to theories of learning, the senses, perceptions, nervous system, emotions, personality theory, motivation, abnormal behavior and therapy, and social psychology.

PSYC& 200 Lifespan Psychology

5 Credits

A systematic study of the developmental processes in humans from conception to late adulthood. Special emphasis will be given to the topics of physical development, cognitive development, and personality/social development.

Ten Credits of Humanities. Options to Include:

CMST& 210 Interpersonal Communications

5 Credits

Designed to introduce students to the application of basic interpersonal communication theory, with a focus on achieving success in the workplace. Topics explored include self-awareness, self-disclosure, conversation skills, relationship development and maintenance, assertiveness, teamwork and group dynamics, conflict management strategies, and diversity issues.

HUM& 101 Intro to Humanities

5 Credits

Students explore the works in the literary, performing, and visual arts. Students identify common themes in the arts, analyze works representing diverse perspectives, and investigate the political, social, technological, and historical contexts of works. A broader understanding is encouraged through the exploration and synthesis of outside sources using research methods.

HIST& 146 US History I

5 Credits

Survey of Native American societies, European explorers, and the lifestyles of the new continent, the independence movement, and the problems of a new nation.

HIST& 147 US History II

5 Credits

Survey course covering the rise of nationalism, evolution of American lifestyles, Civil War, westward movement, and the American industrial revolution.

HIST& 148 US History III

5 Credits

Survey course exploring the social, political, and economic history of the United States from 1900 to the present.

SPAN& 121 Spanish I

5 credits

An introductory course, which facilitates elementary ability in comprehension, speaking, reading, and writing in Spanish. This course provides some understanding of Hispanic cultures.

Five Credits of Communications. Options to include:

CMST& 220 Public Speaking

5 Credits

Introduction to communication theory and public speaking emphasizing organization, audience analysis, oral styles, and use of visual aids. Includes presentation of various types of public speeches and analyses of contemporary speeches.

ENGL& 102 English Composition II

5 Credits

Intermediate academic essay writing. Emphasis on critical reading and writing, synthesis of cross-disciplinary texts, documentation of sources and argumentation.

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ENGL& 235 Technical Writing

5 Credits

This course is designed to help students report technical information clearly, completely, and persuasively. Technical writing shares many of the same concerns of other kinds of writing, such as attention to Purpose, Readability, and most significantly, Audience. This course is designed to provide instruction and practice in creating practical and effective documents for students in medical, scientific, technical, and other professional fields.

Practical Nursing (PN) Courses

NURS 113 PN Introduction to Health Concepts

4 Credits

This integrated course introduces the practical nursing concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including: comfort, elimination, health, wellness and illness, mobility, tissue integrity, cognition, assessment, clinical decision making, communication, professional behaviors, teaching and learning, accountability, legal issues, safety, basic principles of pharmacology, and foundational nursing skills within the practical nursing scope of practice. This course will include integrated General University Requirements (GURs) content applicable to the Nursing DTA.

NUTR 113 PN Nutrition in Healthcare I

1 Credit

Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format with NURS 113 practical nursing theory course.

PHIL 113 PN Ethics and Policy in Healthcare I

1 Credit

Explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions through an integrated format with NURS 113 practical nursing theory course.

PSYC 113 PN Psychosocial Issues in Healthcare I

1 Credit

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format with NURS 113 practical nursing theory course.

NURS 114 PN Introduction to Health Concepts-Clinical Lab

6 Credits

Applies competencies within the practical nursing scope of practice necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in PN Introduction to Health Concepts. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at local elder care agencies, assisted living and long-term care facilities.

NURS 123 PN Health and Illness Concepts 1

5 Credits

This course is designed to further develop the practical nursing concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid base balance, fluids and electrolytes, inflammation, metabolism, mobility, oxygenation, perfusion, thermoregulation, culture and diversity, development, spirituality, assessment (pediatric variations), caring interventions and self-care, clinical decision making, and documentation within the practical nursing scope of practice. This course will include integrated General university requirements (GURs) content applicable to the Nursing DTA.

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NUTR 123 PN Nutrition in Healthcare II

1 Credit

Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format with NURS 123 practical nursing theory course.

PSYC 123 PN Psychosocial Issues in Healthcare II

1 Credit

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format with NURS 123 practical nursing theory course.

NURS 124 PN Health and Illness Concepts 1- Clinical Lab

6 Credits

Applies competencies within the practical nursing scope of practice necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in PN Health and Illness Concepts 1. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at local community clinic agencies.

NURS 133 PN Health and Illness Concepts 2

3 Credits

This course is designed to further develop the practical nursing concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of comfort, immunity, oxygenation, perioperative care, sensory perception, sexuality, addiction, family, stress, and coping, teaching, and learning, advocacy, ethics, informatics, safety, and care of the family within the practical nursing scope of practice. This course will include integrated General University Requirements (GURs) content applicable to the Nursing DTA.

NUTR 133 PN Nutrition in Healthcare III

1 Credit

Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format with NURS 133 practical nursing theory course.

PSYC 133 PN Psychosocial Issues in Healthcare III

2 Credits

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format with NURS 133 practical nursing theory course.

NURS 134 PN Health and Illness Concepts 2- Clinical Lab

6 Credits

Applies competencies within the practical nursing scope of practice necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in PN Health and Illness Concepts 2. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at local community agencies and long-term care facilities.

DTA/MRP Associate Degree Nursing (RN) Courses

NURS 110 Introduction to Health Concepts

4 Credits

This integrated course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including: comfort, elimination, health, wellness and illness, mobility, tissue integrity, cognition, assessment, clinical decision making, communication, professional behaviors,

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teaching and learning, accountability, legal issues, safety, basic principles of pharmacology, and foundational nursing skills.

NURS 115 Introduction to Health Concepts-Clinical Lab

6 Credits

Applies competencies necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in NURS 110. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at local elder care agencies, assisted living and long-term care facilities.

NUTR 115 Nutrition in Healthcare I

1 Credit

Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format with theory NURS 110.

PHIL 115 Ethics and Policy in Healthcare I

1 Credit

Explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions through an integrated format with theory NURS 110.

PSYC 115 Psychosocial Issues in Healthcare I

1 Credit

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format with theory NURS 110.

NURS 120 Health and Illness Concepts 1

5 Credits

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid base balance, fluids and electrolytes, inflammation, metabolism, mobility, oxygenation, perfusion, thermoregulation, culture and diversity, development, spirituality, assessment (pediatric variations), caring interventions and self-care, clinical decision making, and documentation.

NURS 125 Health and Illness Concepts 1- Clinical Lab

6 Credits

Applies competencies necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in Health and Illness Concepts 1. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at local community agencies and acute care facilities.

NUTR 116 Nutrition in Healthcare II

1 Credit

Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format with theory NURS 120.

PSYC 116 Psychosocial Issues in Healthcare II

1 Credit

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format with theory NURS 120.

NURS 130 Health and Illness Concepts 2

3 Credits

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of comfort, immunity, oxygenation, perioperative care, sensory perception,

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sexuality, addiction, family, stress, and coping, teaching, and learning, advocacy, ethics, informatics, safety, and care of the family are introduced.

NURS 135 Health and Illness Concepts 2- Clinical Lab

6 Credits

Applies competencies necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in Health and Illness Concepts 2. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at local community agencies and acute care facilities.

NUTR 117 Nutrition in Healthcare III

1 Credit

Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format with theory NURS 130.

PSYC 117 Psychosocial Issues in Healthcare III

2 Credits

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format with theory NURS 130.

NURS 210 Acute Health Concepts

5 Credits

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the analysis of the concepts of cellular regulation, digestion, fluids and electrolytes, immunity, infection, intracranial regulation, metabolism, perfusion, clinical decision making, collaboration, managing care, teaching, and learning, informatics, quality improvement, hospitalized individual and advanced clinical skills.

NURS 215 Acute Health Concepts- Clinical Lab

6 Credits

Applies competencies necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in Acute Health Concepts. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at inpatient regional facilities with focus on adult medical surgical acute care.

NUTR 215 Nutrition in Healthcare IV

1 Credit

Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format with theory NURS 210.

PHIL 215 Ethics and Policy in Healthcare II

1 Credit

Explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions through an integrated format with theory NURS 210.

NURS 220 Complex Health Concepts

4 Credits

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid base balance, perfusion, cognition, mood and affect, self, violence, reproduction, antepartum care, intrapartum care, postpartum care, newborn care, collaboration, and managing care.

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NURS 225 Complex Health Concepts- Clinical Lab

6 Credits

Analyzes and manages collaborative care to clients who are experiencing complications discussed in Complex Health Concepts Theory. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at inpatient regional facilities with focus on specialty nursing areas.

NUTR 216 Nutrition in Healthcare V

1 Credit

Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format with theory NURS 220.

PSYC 215 Psychosocial Issues in Healthcare IV

1 Credit

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format with theory NURS 220.

NURS 230 Professional Nursing Concepts

3 Credits

This course is designed to assimilate the concepts within the three domains of individual, nursing and healthcare. Emphasis is placed on cellular regulation, comfort, infection, oxygenation, perfusion, tissue integrity, grief, and loss, managing care, professional behaviors, teaching and learning, ethics, evidenced-based practice, healthcare systems, health policy, legal issues, and mastering previously learned concepts.

NURS 235 Professional Nursing Concepts- Clinical Lab

6 Credits

This course is designed to assimilate the concepts within the three domains of individual, nursing and healthcare. Emphasis is placed on oxygenation, tissue integrity, clinical decision making, health policy, health care systems, legal issues, evidenced based practice and mastering previously learned concepts. These concepts are applied through on-campus theory, skills/simulation labs and off-campus clinical experiences. The opportunity to be mentored in professional nursing practice is provided through preceptor-guided experiences in a variety of community based and inpatient regional facilities as assigned.

PHIL 216 Ethics and Policy in Healthcare III

3 Credits

Explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions through an integrated format with theory NURS 230.