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

The Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission (NCQAC) and the Washington State Board for Community and Technical Colleges (SBCTC).

Bellingham Technical College RN Nursing Program is nationally accredited through the Accreditation Commission for Education in Nursing (ACEN). ACEN, 3343 Peachtree Rd. NE, Ste. 850, Atlanta, GA 30326, (404) 975-5000, info@acenursing.org, acenursing.org.

Revised August 2019
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</table>
Dear Nursing Student:

Welcome to the Bellingham Technical College Nursing Program! You have worked hard to get to this important step in your education. The road ahead of you is steep and full of difficult terrain but, like many inclines, the view from the top is incredible! We look forward to working with you and supporting your journey into Registered Nursing.

This handbook is a supplement to the college catalog and the general Bellingham Technical College student handbook. The purpose of this handbook is to provide you with policies and information specific to the nursing program.

It is important that you read this handbook!

We have worked hard to keep it relevant and succinct. The guidelines in this book apply directly to you and detail our expectations of your behavior and performance. Keep and refer to this handbook throughout your program of study. When we update policies, procedures, and guidelines, we will notify you via Canvas email and publish the updated handbook on the Nursing Program Canvas homepage and the BTC website.

Our goal is your success. If you have questions or concerns, contact us!

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Dean of Nursing and Allied Health
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Nursing Student Navigator
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Nursing Program Manager
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Nursing and Allied Health Program Office Coordinator
bbaker@btc.edu
NURSING PROGRAM
MISSION VISION & GOALS

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 high quality, competitive nursing workforce.

PHILOSOPHY OF NURSING
Nursing is both an art and a science; an art requiring creativity and skill, and a science requiring knowledge and the application of evidence-based practice achieved through observation, study, and research. Nursing is unique in its ability to provide safe, patient-centered care. This requires collaboration with the healthcare team and coordination of available resources, including application of informatics.

NURSING PROGRAM GOALS
In accordance with Bellingham Technical College’s goals, the nursing program has established the following goals:

- **Teaching & Learning [priority goal]:** Support student learning by addressing barriers and creating pathways to high quality instruction.
- **Student Career Preparation & Achievement:** Strengthen student workplace readiness through partnerships and job placement services so students may achieve their education and career goals.
- **Campus Community & Culture:** Cultivate a welcoming and accessible learning environment, which promotes student success through a commitment to diversity, equity, and inclusiveness.
- **Innovation & Responsiveness:** Prioritize continuous improvements so the Nursing Program will keep pace with workforce needs and emerging industry trends.

NURSING CAREER MOBILITY
Bellingham Technical College is committed to providing multiple pathways for students to enter into the nursing field. Students new to nursing may choose to begin their nursing education through the full-time, two-year RN program or the practical nursing certificate pathway. The BTC Nursing Program continues to support the movement of licensed practical nurses who wish to complete their associate degree to become a registered nurse. In accordance with the Washington State Nursing Articulation agreement, the BTC Nursing Program practices a career-ladder approach to nursing education and provides full-time and part-time options to meet our students’ needs. Agreements are in place with baccalaureate programs, enabling graduates to continue their education through the Bachelor of Science in Nursing (BSN). Many graduates pursue higher degrees including Master in Nursing (MN) work and Advanced Practice (ARNP) degrees in a variety of settings.

PHILOSOPHY OF NURSING EDUCATION
The Nursing Program curriculum is concept based and focuses on specific competencies and core elements essential for nurses entering the workforce. Through examination of concepts, the knowledge, skills and attitudes necessary to provide safe, evidence-based, collaborative nursing care are learned.
Nursing education is a process of discovery and adaptation that continues throughout life, enriching both the individual and society. Learning is an active process, manifested by growth and measurable changes in behavior. Maximum learning occurs in an environment that permits free inquiry, considers individual differences, and provides correlation between theory and practice through examination of concepts.

The instructor creates and supports a sound educational environment, guides the student in the educational process, and is available for feedback. Committed learners demonstrate motivation, responsibility, accountability, and respect, and are responsible for their own learning. The BTC Nursing Program provides a collaborative learning environment, using best practices in adult education. The relationship between student and instructor is a partnership. This BTC program ensures that empathetic, informed, and skilled nursing professionals care for individuals across our region.

Nursing education is exceptionally well suited for the professional technical college setting. The Program integrates theoretical and clinical content, fostering both personal and professional development. Graduates are well prepared in the art and science of nursing to meet the challenging and changing demands of the healthcare industry.
The philosophy of the Nursing Program provides direction for curriculum development. The nursing faculty of Bellingham Technical College implement curriculum based on concepts. The curriculum is the map that the student, in partnership with the instructor, uses to navigate the complex issues relating to healthcare in our region.

The nautilus shell graphically represents the framework of the nursing program at Bellingham Technical College and has been the symbol of the BTC Nursing Program for many years. The spiral walls represent the path that, along with the chambers, supports the program structure. This graphic represents the exponential growth and development of the student’s competence.

The nautilus is a symbol of strength because it can withstand very high pressure and has remained unchanged for centuries. It is also a symbol of expansion and renewal as it grows increasingly larger chambers throughout its life. When the creature outgrows each chamber, it creates a larger space to grow into. There is no final chamber, as long as the creature continues to live and grow it must also continue to expand.

These qualities make the nautilus an excellent representation of your journey into professional nursing. Each chamber represents growth and expansion through education. This growth reflects a deepening of the knowledge, skills, and attitudes essential to the development of empathetic, informed, and skilled nursing graduates.

The open spiral symbolizes the movement from concept to concept and course to course. In partnership with the instructor, the student navigates the program curriculum, gaining momentum and independence. Through this process, the learner develops a habit of lifelong learning and prepares a pathway to their future within the profession of nursing.

Your shell does not stop growing when you graduate from this nursing program. Caregiving is a calling as much as a profession. We all come to it through different life paths and experiences and we will all contribute something unique. Like the nautilus itself, you will continue to grow and learn as a nurse for the rest of your life: continually adding new chambers to house your expanded knowledge and experience. This is the beginning of a journey that will foster your growth professionally, personally, and spiritually.
# NURSING PROGRAM
## PROGRAM OUTCOMES

### 2-Year RN and LPN-RN Program Outcomes:

<table>
<thead>
<tr>
<th>Outcome Theme</th>
<th>The BTC Associate Degree Nursing graduate will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Care</td>
<td>Integrate the nursing process to deliver individualized culturally competent care.</td>
</tr>
<tr>
<td>Self-Care Promotion</td>
<td>Formulate strategies to promote the health of self and others.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Model integrity through professional boundaries, ethical behaviors, and respectful communication.</td>
</tr>
<tr>
<td>Collaborative Leadership</td>
<td>Maximize positive health outcomes through the promotion of evidence-based clinical care within the interdisciplinary team.</td>
</tr>
<tr>
<td>Clinical Judgment</td>
<td>Model safe nursing care by integrating critical thinking, evidence-based practice, and prioritization.</td>
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### Practical Nursing (PN) Certificate Program Outcomes:

<table>
<thead>
<tr>
<th>Outcome Theme</th>
<th>The BTC Practical Nursing graduate will:</th>
</tr>
</thead>
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<tr>
<td>Nursing Care</td>
<td>Apply the nursing process to deliver individualized culturally competent care.</td>
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<tr>
<td>Self-Care Promotion</td>
<td>Build strategies to promote the health of self and others.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Demonstrate integrity through professional boundaries, ethical behaviors, and respectful communication.</td>
</tr>
<tr>
<td>Collaborative Leadership</td>
<td>Build positive health outcomes through the promotion of evidence-based clinical care within the interdisciplinary team.</td>
</tr>
<tr>
<td>Clinical Judgement</td>
<td>Administer safe nursing care by integrating critical thinking, evidence-based practice, and prioritization.</td>
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</table>
NURSING PROGRAM
ESSENTIAL QUALIFICATIONS OF NURSING

The Bellingham Technical College DTA/MRP Associate Degree in Nursing and Practical Nursing Certificate signify that the holder has been educated to competently practice nursing and may apply for licensure as a nurse in the State of Washington.

The education of a nurse requires assimilation of knowledge, acquisition of skills, and development of judgment through client care experiences. The practice of nursing emphasizes collaboration among physicians, nurses, allied healthcare professionals, the client, and the client’s family. Nursing curriculum requires students to engage in a variety of specific experiences fundamental to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to perform these functions. In addition to being crucial to the successful completion of the requirements of the nursing program, these functions are necessary to ensure the health and safety of clients, fellow students, faculty, and other healthcare providers.

Essential qualifications ensure safety for patients. These essential qualifications are required for student participation in the Nursing Program at Bellingham Technical College.

MOTOR SKILLS
A nursing student must be able to:
• Demonstrate sufficient motor function to be able to execute movements required to provide general care and treatment to clients in all healthcare settings.
• Perform basic life support, including CPR, and function in an emergency.
• Safely assist a client in moving and perform the duties of a demanding job (within reasonable limits). This specifically includes crouching, grasping, pulling and pushing with 25lbs of force, lifting up to 50lbs, stooping, reaching, standing for long periods, and walking several miles in an 8-hour shift.

SENSORY/OBSERVATION
A nursing student must be able to:
• Acquire the information presented through demonstrations and experiences in basic nursing sciences.
• Observe a client accurately, at a distance and nearby, and observe and appreciate non-verbal communications when performing nursing assessment and intervention or when administering medications.
• Perceive changes in condition through physical assessment. Such information is derived from observation of the body surfaces and auditory information (client voice, heart tones, bowel and lung sounds).

COMMUNICATION
A nursing student must be able to:
• Communicate effectively and sensitively with other students, faculty, staff, clients, family, and other professionals.
• Express ideas and feelings clearly, and demonstrate a willingness and ability to give and receive feedback.
• Communicate effectively in oral and written forms.
• Hear sounds at a normal range, including the ability to receive dictated information.
• Speak clearly and concisely with patients and health team members, in English when applicable, using medical terminology.
• Convey or exchange information, assisting with development of a health history; report problems presented; participate in care conferences; and give directions during treatment and post-treatment.
• Process and communicate information on the client’s status to members of the healthcare team accurately and in a timely manner. The appropriate communication may also depend upon the student’s ability to make a correct judgment in seeking supervision and consultation in a timely manner.

COGNITIVE
A nursing student must be able to:
• Operate a computer to obtain, enter and transmit data. Proficient computer skills are required.
• Measure, use arithmetic, reason, analyze, and integrate within the context of nursing.
• Quickly read and comprehend extensive written and electronic material.
• Evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

BEHAVIORAL/EMOTIONAL
A nursing student must possess:
• Emotional health required for the full utilization of intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the nursing care of clients and families.
• Emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.

In addition, a nursing student must:
• Be able to maintain mature, sensitive, and effective relationships with clients, students, faculty, staff, and other professionals under all circumstances, including highly stressful situations.
• Understand that personal values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others.
• Be able and willing to examine and change personal behavior when it interferes with productive individual or team relationships.
• Possess the skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

PROFESSIONAL CONDUCT
A nursing student must:
• Possess the ability to reason morally and to practice nursing in an ethical manner.
• Be willing to learn and abide by the professional standards of practice.
• Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.
• Be able to engage in client care delivery in all acute care settings, and be able to deliver care to all client populations, including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised clients, and vulnerable adults.

To matriculate or continue in the program, the student must be able to pass each course, performing all the essential functions.
NURSING PROGRAM
DEGREE PATHWAYS – PROGRAM OPTIONS

There is one Nursing Program at BTC which has three program options. The two-year registered nurse associate degree option is an Associate Degree in Nursing Direct Transfer Agreement/Major Ready Pathway (DTA/MRP) and uses a concept-based curriculum with a full-time option only. Advanced placement students who are Licensed Practical Nurses (LPNs) are admitted into the part-time, evening LPN-RN option and complete the DTA/MRP degree. Academic preparation includes core courses in arts and sciences and those focusing on basic nursing skills and knowledge. Students who graduate from the two-year full-time RN and LPN-RN pathway are eligible to sit for the National Council Licensure Examination – Registered Nurse (NCLEX-RN).

Starting in spring of 2020 the Nursing Program will be offering a Practical Nursing Certificate. This certificate program option will be part-time and will take six quarters to complete. The PN certificate will use the DTA curriculum scaled to the PN scope of practice and will have integrated General University Requirement (GUR) courses. Students who graduate from the PN Certificate pathway will be eligible to sit for the National Council Licensure Examination – Practical Nurse (NCLEX-PN). Once these graduates become licensed LPN’s and complete 1,000 hours of work as an LPN they will be able to apply to the LPN-RN program option to complete the Associate Degree in Nursing Direct Transfer Agreement/Major Ready Pathway (DTA/MRP).

DEGREE OPTIONS

Associate Degree in Nursing DTA/MRP (2-year, full-time RN): This pathway is designed for students new to the nursing field. The Washington State community and technical colleges, in conjunction with the four-year universities in Washington State have collaboratively developed the Associate in Nursing DTA/MRP to create a shorter, smoother pathway to the Bachelors of Science in Nursing (BSN) degree. The Associate Degree in Nursing DTA/MRP is a 3+1 pathway. This means that students spend 1 year (3 quarters full-time) completing prerequisite foundational coursework. They then spend 2 years (6 quarters full-time) completing core nursing courses. Between foundational and nursing courses, students will spend 3 years earning their Associate Degree. Upon graduation from BTC, students will be prepared to test for licensure as a registered nurse. 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). Applicants are encouraged to plan early for Baccalaureate Degree completion by meeting with an admissions advisor at their school of choice.

Associate Degree in Nursing LPN-RN: This pathway is designed for Licensed Practical Nurses (LPNs) who wish to complete their Associate Degree in Registered Nursing. LPNs holding an active, unencumbered WA license may apply for advanced placement into part-time, evening LPN-RN cohort. LPN-RN students take six quarters of second year nursing classes and cohorts will start every two years as demand dictates. Upon completion, students are prepared to test for licensure as a registered nurse and can apply for admission to state-approved RN-BSN programs at Washington State colleges and universities.

Practical Nursing Certificate Pathway: This pathway is designed for students interested in becoming a Licensed Practical Nurse (LPN) and looking for a part-time option that better meets their needs. The prerequisite foundational courses for the PN Certificate are fewer than those for the 2-year RN and LPN-RN options. Students will complete 6 quarters part-time including summer quarter then upon graduation sit for the NCLEX-PN. The graduates of the PN Certificate pathway are eligible to apply to the LPN-RN program option to complete the DTA/MRP Associates Degree after completing 1,000 hours of
employment as an LPN and the remaining prerequisite foundational courses. LPNs are in high demand and the BTC Nursing Program has partnered with Whatcom county employers to offer this program option.
NURSING PROGRAM  
ADMISSIONS POLICY

Applicants interested in the Nursing Program are encouraged to meet with the Nursing Student Navigator and attend a Nursing Info Session to discuss specific plans and receive program information. To make an appointment contact the Admissions & Student Resource Center, College Services room 106 or (360) 752-8345 or to register for an Info Session go to the BTC Nursing Program 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. These 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 an analysis of the abilities needed to successfully enter into 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 required nursing coursework.

FOUNDATIONAL COURSES
All incoming students must complete the same prerequisite foundational courses at the same standards in order to apply. Incoming Practical Nursing Certificate students will have a modified prerequisite list but these students will need to complete all the prerequisite foundational courses before they apply to the LPN-RN program option. Courses below highlighted in grey do not need to be completed prior to applying to the PN Certificate pathway.

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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL&amp;</td>
<td>160</td>
<td>General Biology w/Lab*</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp;</td>
<td>241</td>
<td>Human Anatomy &amp; Physiology 1</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp;</td>
<td>242</td>
<td>Human Anatomy &amp; Physiology 2</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp;</td>
<td>260</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp;</td>
<td>121</td>
<td>Intro to Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp;</td>
<td>101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp;</td>
<td>146</td>
<td>Introduction to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp;</td>
<td>100</td>
<td>General Psychology*</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp;</td>
<td>200</td>
<td>Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication (elective)*</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities (elective – 2 courses) *</td>
<td>10</td>
</tr>
</tbody>
</table>

**LPN-RN only:** Practical Nursing Transferred in Credits 30
Communication and Humanities Electives- Recommended BTC Courses

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

### Communications: Choose One

<table>
<thead>
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<th>Prefix</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENGL&amp;</td>
<td>102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp;</td>
<td>235</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>CMST&amp;</td>
<td>210</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>CMST&amp;</td>
<td>220</td>
<td>Public Speaking</td>
<td>5</td>
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### Humanities: Choose Two

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST&amp;</td>
<td>146</td>
<td>United States History I</td>
<td>5</td>
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<tr>
<td>HIST&amp;</td>
<td>147</td>
<td>United States History II</td>
<td>5</td>
</tr>
<tr>
<td>HIST&amp;</td>
<td>148</td>
<td>United States History III</td>
<td>5</td>
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<tr>
<td>HUM&amp;</td>
<td>101</td>
<td>Introduction to Humanities</td>
<td>5</td>
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<td>SPAN&amp;</td>
<td>121</td>
<td>Spanish I</td>
<td>5</td>
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<td>CMST&amp;</td>
<td>210</td>
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</tr>
<tr>
<td>CMST&amp;</td>
<td>220</td>
<td>Public Speaking</td>
<td>5</td>
</tr>
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</table>

Each course can only be applied to one requirement category. For example, CMST&210 can be used to fulfill the Communications requirement or the Humanities requirement, but not both. Only one language course may be applied to the Humanities electives.

### ADDITIONAL REQUIREMENTS FOR ENTRY

All applicants are required to complete the ATI TEAS assessment and score at the Proficient level or higher in each of the four areas. An applicant must demonstrate Proficiency on one ATI TEAS transcript but they may take the exam as many times as they need to meet this requirement. ATI TEAS test results are valid for four years. An Official ATI Transcript is required for all ATI TEAS assessments not taken at the BTC Assessment Center. Students who met Proficiency on the ATI TEAS and successfully completed the BTC PN Certificate do not need to retake the ATI TEAS when applying to the LPN-RN program option.

Healthcare experience is also required for entry. Two-year and PN Certificate 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, be able to provide verification of work experience documenting at least 1,000 hours of work as an LPN within the last five years, and have their employer complete the Verification of Work Experience form.

### APPLICATION PROCESS

The BTC Nursing Program has separate application processes for admission to each program option. Applicants to the 2-year full-time option apply to the program and are placed in cohort seats using the Annual Program List-Nursing (APL-N) process. LPN applicants to the LPN-RN program option are placed into cohort seats using a standard waitlist after submitting a complete application. PN Certificate applicants are placed into cohort seats using a limited waitlist after submitting a complete application. Details about each application process are listed below.
Priority Enrollment
The BTC Nursing Program offers priority enrollment for certain populations according to the BTC Priority Enrollment Policy. Conditions influencing priority enrollment include:

- Worker Retraining applicants receiving funds through Trade Act and unemployment benefits, including Training Benefits. Please contact the Worker Retraining Coordinator at (360)752-8492 for more information.
- Labor & Industry (L&I) applicants receiving funding through L&I “Option 1”.
- Specialized funding – Criteria is determined based on funding for targeted program cohorts or programs from grants and/or contracts.
- Advanced placement into the Nursing Program.

The BTC Nursing Program will reserve 12 cohort seats each academic year for priority enrollment, 6 seats in Fall and 6 seats in Winter which is 20% of 60 annual seats for first year applicants. Those cohort seats will be offered to students who meet priority enrollment criteria on a first-come first-served basis until those seats are filled. Unfilled seats will revert to the general APL-N. Twenty percent (20%) or 4 seats in the LPN-RN option cohort and PN Certificate option cohort will be set aside for priority enrollment. Any seats not filled by priority enrollment will go to the next applicant on the LPN-RN or PN Certificate waitlist.

2-YEAR FULL-TIME APPLICANTS
The Nursing 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. Qualified program-ready applicants will be placed into cohort seat using the Annual Program List – Nursing (APL-N).

Annual Program List – Nursing (APL-N)
The Annual Program List – Nursing (APL-N) is a blended process of first-come, first-served and ranking by points that is used by the Nursing Program to determine how students are accepted into cohorts. Applications to the Nursing Program will only be accepted during the Application Window.

First-come, first-served will be determined using an online application portal which will only be available during the Application Window generally at the beginning of July. Applicants must be program-ready prior to applying to the Nursing Program.

Ranking by points will be determined by awarding one point each for the following:

- Fifteen (15) or more nursing foundational course credits taken at BTC, excluding Nursing Assistant Program credits;
- Completing the Nursing Assistant Program at BTC;
- Having applied with a complete application the previous year to the APL-N.

Seats may be set aside in each cohort for applicants with 0, 1, 2, and 3 points but the majority of seats will be awarded to applicants with the greatest points at the top of the date/time list.

Applicants who meet all entrance requirements will be offered cohort seats for the coming academic year (Fall, Winter and Spring) based on their points and date/time their online application was submitted. Once all three quarters are filled (60 students offered cohort seats), the applicants remaining on the APL-N will be maintained as a short-term waitlist. If an applicant is not offered a seat in a cohort during the academic year of their application, they will need to reapply to the APL-N for the next academic year.

The APL-N is confidential and no information will be released to applicants regarding length of list, position on list or any other details regarding APL-N.
Nursing Program staff will review all applications received through the online application portal to determine if the applicant is program-ready and verify that the application questions were answered accurately. Once this verification is complete, the applicant will be placed on the APL-N. Applicants with incomplete applications will not be placed on the APL-N and will need to reapply the next academic year.

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 in the event that a seat becomes available in a different quarter or may reapply the next academic year.

LPN-RN APPLICANTS
The application process for the LPN-RN program option is a standard program-ready list (waitlist). Only Licensed Practical Nurses with active WA State licenses are eligible to apply. Applicants must submit the LPN-RN Application form in-person or by mail to the Nursing Program, email or faxed application forms will not be accepted. Complete applications will be placed on the program-ready waitlist in the order in which they are received. The LPN-RN waitlist will remain active and is not a limited waitlist.

PN CERTIFICATE APPLICANTS
The application process for the PN Certificate is a blended process of first-come, first-served, ranking by point and interest statement, limited program-ready list (waitlist). Applicants will be able to apply during the PN Cert Application Window by submitting a PN Certificate application form in-person or by mail to the Nursing Program, email or faxed application forms will not be accepted. Applicants with complete applications will be ranked by number of points, date/time application was submitted, and interest statement. Applicants to the PN Cert who have also applied to the full-time option may be given lower priority over those who have only applied to the PN Certificate program option. The program-ready waitlist is considered limited because the waitlist will be wiped after the start of the first PN Cert course and applicants not offered a seat will need to reapply during the next PN Cert Application Window.

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 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
  - Current AHA BLS Provider CPR certification
  - 10-panel urine drug screen
  - Medical insurance coverage
  - Criminal History Background Check
  - 7 hours HIV/AIDS education (full-time and PN Cert applicants only)
  - OR
    - Active, unencumbered WA LPN license (second year LPN-RN applicants only)
NURSING PROGRAM
REENTRY & TRANSFER POLICY

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

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 emergency, personal/family hardship, call to active military duty or step-out. To be considered for a hardship withdrawal, students must follow the BTC Hardship Withdrawal process and have their petition accepted by the Registrar.

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 time of withdrawal;
● Student was making satisfactory progress at time of withdrawal;
● Correct processes to withdraw was 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:
  o No outstanding fees or tuition;
  o Demonstrate satisfactory health status through physical examination;
  o Current American Heart Association BLS Provider CPR certification;
  o Current TB screening test;
  o Urine drug rescreen;
  o Background recheck.

Students not meeting program standards (academic and/or clinical performance failure/exit):
Students who do not meet program standards will not be able to progress in the program. 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.

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 and/or exit occurs or a student elects to withdraw due to a failing grade, the student must self-evaluate the source of the error and then meet with the Nursing Director to determine eligibility for reentry.
Requirements for reentry may include, but may 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 time of exit;
- It was the student’s first not meeting program standards exit;
- Correct processes to withdraw was followed;
- 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 TB screening test;
  - Urine drug rescreen;
  - Background recheck.

Students who have not met program standards in Spring Quarter will not be approved for reentry Fall Quarter due to the fact that 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 Reentry:**

1. Meet with Nursing Student Navigator and Nursing Director (Program Manager is acceptable if Nursing Director is unavailable) at the time of withdrawal or exit.
2. Complete Request for Reentry Form. *Students in good-standing will be approved for reentry at the initial meeting and receive a copy of the approved Request for Reentry Form.*

**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 Student Navigator and Nursing Director or Program Manager.
6. Meet with Nursing Student Navigator 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.

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 is required to pass the skills competency testing with a minimum of 80% accuracy and 90% accuracy is required for the dosage calculation portion of the competency test. One retake will be allowed to demonstrate proper medication administration technique and dosage calculation.
TRANSFER POLICY
The BTC Nursing Program is not able to accept advance placement students who are not currently Licensed Practical Nurses (LPN) in the State of Washington. The Nursing Program is a concept-based, DTA/MRP degree program which means that no other nursing program’s curriculum aligns in a way that would allow BTC to award a non-LPN-RN transfer student a degree.

Students admitted to the full-time 2-year RN program pathway making satisfactory progress may elect to transfer to the part-time Practical Nursing or LPN-RN pathway with faculty and Nursing Director approval. Students in the part-time pathways, PN and LPN-RN, may not transfer to the full-time pathway. Students who elect to transfer into the part-time PN pathway must meet the program outcomes for PN and apply to the LPN-RN program option once they have met the entrance requirements if they chose to continue on to get their RN degree.

Students in the full-time pathway who are interested in transferring to the part-time pathway should meet with the Nursing Student Navigator, complete the Transfer Request form which is then reviewed at a Nursing Faculty meeting. Once the transfer is approved the student will be placed on a waitlist and offered a seat when one becomes available in a part-time cohort.
## PRACTICAL NURSING (PN) CERTIFICATE PATHWAY

### PN Certificate Program Option Prerequisite Foundational Courses

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
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<tbody>
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<td>BIOL&amp;</td>
<td>160</td>
<td>General Biology w/Lab</td>
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<tr>
<td>BIOL&amp;</td>
<td>241</td>
<td>Human Anatomy &amp; Physiology 1</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp;</td>
<td>242</td>
<td>Human Anatomy &amp; Physiology 2</td>
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<tr>
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<td>121</td>
<td>Intro to Chemistry</td>
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<td>ENGL&amp;</td>
<td>101</td>
<td>English Composition I</td>
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<tr>
<td>MATH&amp;</td>
<td>146</td>
<td>Introduction to Statistics</td>
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</tr>
<tr>
<td>PSYC&amp;</td>
<td>100</td>
<td>General Psychology</td>
<td>5</td>
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**PN Cert Total Prerequisite Foundational Course Credits:** 35

### PN Certificate Core Courses/Typical Student Schedule

#### Quarter 1

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
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<tr>
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<td>110</td>
<td>Introduction to Health Concepts</td>
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<tr>
<td>NUTR</td>
<td>115</td>
<td>Nutrition in Healthcare I</td>
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<tr>
<td>PHIL</td>
<td>115</td>
<td>Ethics and Policy in Healthcare I</td>
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</tr>
<tr>
<td>PSYC</td>
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<td>Psychosocial Issues in Healthcare I</td>
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#### Quarter 2

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<tr>
<td>NURS</td>
<td>115</td>
<td>Introduction to Health Concepts- Clinical Lab</td>
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#### Quarter 3

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<td>Health and Illness Concepts 1</td>
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<td>Nutrition in Healthcare II</td>
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<td>PSYC</td>
<td>116</td>
<td>Psychosocial Issues in Healthcare II</td>
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<tr>
<td>NURS</td>
<td>125</td>
<td>Health and Illness Concepts 1- Clinical Lab</td>
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#### Quarter 5

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<td>130</td>
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<td>117</td>
<td>Nutrition in Healthcare III</td>
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<tr>
<td>PSYC</td>
<td>117</td>
<td>Psychosocial Issues in Healthcare III</td>
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#### Quarter 6

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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS</td>
<td>135</td>
<td>Health and Illness Concepts 2- Clinical Lab</td>
<td>6</td>
</tr>
</tbody>
</table>
PRACTICAL NURSING CERTIFICATE PATHWAY OVERVIEW

QUARTER 1

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

Prerequisite: program admission and completion of NA 101 and NA 102 with a C or better or Instructor permission.

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.

Prerequisite: program admission and completion of NA 101 and NA 102 with a C or better or instructor permission.

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.

Prerequisite: program admission and completion of NA 101 and NA 102 with a C or better or Instructor permission.

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.

Prerequisite: program admission and completion of NA 101 and NA 102 with a C or better or Instructor permission.

QUARTER 2

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.

Prerequisite: NURS 110, NUTR 115, PHIL 115 & PSYC 115
QUARTER 3

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.

Prerequisite: NURS 115

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.

Prerequisite: NURS 115

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.

Prerequisite: NURS 115

QUARTER 4

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.

Prerequisite: NURS 120, NUTR 116 & PSYC 116

QUARTER 5

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

Prerequisite: NURS 125

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.

Prerequisite: NURS 125
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.
Prerequisite: Prerequisite: NURS 125

QUARTER 6

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.
Prerequisite: NURS 130, NUTR 117 & PSYC 117

PN CERTIFICATE FOUNDATIONAL 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.

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.

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.
Nursing Program Student Handbook

2019-2020 Edition

DTA/MRP ASSOCIATE DEGREE NURSING DEGREE OUTLINE

Over the next two academic years, the Nursing Program will be phasing out the AAS-T degree and all nursing students, including LPN-RN will graduate with the DTA/MRP.

Full-Time RN & LPN-RN Program Prerequisite Foundational Courses

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<td>Human Anatomy &amp; Physiology 2</td>
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<tr>
<td>BIOL&amp;</td>
<td>260</td>
<td>Microbiology</td>
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<tr>
<td>CHEM&amp;</td>
<td>121</td>
<td>Intro to Chemistry</td>
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<td>PSYC&amp;</td>
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<td>Lifespan Psychology</td>
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<td></td>
<td></td>
<td>Communication (elective)</td>
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<tr>
<td></td>
<td></td>
<td>Humanities (electives – 2 courses)</td>
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<tr>
<td><strong>Total Prerequisite Foundational Course Credits:</strong></td>
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<td><strong>60</strong></td>
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*LPN-RN only: Practical Nursing Transferred in Credits*  
30

**LPN-RN Total Prerequisite Foundational Course Credits:**  
90

Full-Time RN Program Core Courses/Typical Student Schedule

Quarter 1

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Quarter 3

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### Quarter 5

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### Quarter 6

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**LPN-RN DTA/MRP Part-Time Option Program Core Courses/Typical Student Schedule**

Courses highlighted in grey below are first year GUR courses that LPN-RN students must complete in addition to the nursing and second year GUR courses to complete the LPN-RN DTA/MRP degree.

### Quarter 1

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
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Quarter 5

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Quarter 6

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**DTA/MRP ASSOCIATE DEGREE NURSING DEGREE OVERVIEW**

**QUARTER 1**

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

Prerequisite: program admission and completion of NA 101 and NA 102 with a C or better or Instructor permission.

**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.

Prerequisite: program admission and completion of NA 101 and NA 102 with a C or better or instructor permission.

**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.
Prerequisite: program admission and completion of NA 101 and NA 102 with a C or better or instructor permission.

**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.

Prerequisite: program admission and completion of NA 101 and NA 102 with a C or better or Instructor permission.

**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.

Prerequisite: program admission and completion of NA 101 and NA 102 with a C or better or Instructor permission.

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**QUARTER 2**

**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.

Prerequisite: NURS110, NURS115, NUTR115, PHIL115 & PSYC115

**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.

Prerequisite: NURS110, NURS115, NUTR115, PHIL115 & PSYC115

**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.

Prerequisite: NURS110, NURS115, NUTR115, PHIL115 & PSYC115

**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.

Prerequisite: NURS110, NURS115, NUTR115, PHIL115 & PSYC115
QUARTER 3

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

Prerequisite: NURS120, NURS125, NUTR116 & PSYC116

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.

Prerequisite: NURS120, NURS125, NUTR116 & PSYC116

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.

Prerequisite: NURS120, NURS125, NUTR116 & PSYC116

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.

Prerequisite: NURS120, NURS125, NUTR116 & PSYC116

QUARTER 4

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.

Prerequisite: NURS130, NURS135, NUTR 117 & PSYC 117 or advance placement for LPNs

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.

Prerequisite: NURS130, NURS135, NUTR 117 & PSYC 117 or advance placement for LPNs
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.

Prerequisite: NURS130, NURS135, NUTR 117 & PSYC 117 or advance placement for LPNs

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.

Prerequisite: NURS130, NURS135, NUTR 117 & PSYC 117 or advance placement for LPNs

QUARTER 5

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.

Prerequisite: NURS210, NURS215, NURS 216 & PHIL 215

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.

Prerequisite: NURS210, NURS215, NURS 216 & PHIL 215

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.

Prerequisite: NURS210, NURS215, NURS 216 & PHIL 215

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 healthcare through an integrated format with theory NURS 220.

Prerequisite: NURS210, NURS215, NURS 216 & PHIL 215

QUARTER 6

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.

Prerequisite: NURS220, NURS225, NUTR 216 & PSYC 215

**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.

Prerequisite: NURS220, NURS225, NUTR 216 & PSYC 215

**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.

Prerequisite: NURS220, NURS225, NUTR 216 & PSYC 215

**DTA/MRP ASSOCIATE DEGREE NURSING FOUNDATIONAL 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 wing 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.

**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:**

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

**Five credits of Communications. Options to include:**  

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<th>Credits</th>
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<tr>
<td><strong>CMST&amp; 210 Interpersonal Communications</strong></td>
<td>5 Credits</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>CMST&amp; 220 Public Speaking</strong></td>
<td>5 Credits</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>ENGL&amp; 102 English Composition II</strong></td>
<td>5 Credits</td>
</tr>
<tr>
<td>Intermediate academic essay writing. Emphasis on critical reading and writing, synthesis of cross-disciplinary texts, documentation of sources and argumentation.</td>
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<td><strong>ENGL&amp; 235 Technical Writing</strong></td>
<td>5 Credits</td>
</tr>
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<td>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.</td>
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NURSING PROGRAM
REQUIRED SUPPLIES AND MATERIALS

FULL-TIME RN & LPN-RN REQUIRED SUPPLIES

- BTC Nursing Program Student Handbook - available in BTC Campus Store.
- Lippincott’s NCLEX-RN PassPoint (PrepU) RN subscription of one year or longer. Students purchase through link on the Nursing Program Homepage to receive program discount. Details will be provided at the Technology Workshop.
- Program Curriculum on the Canvas - available to students on first day of class.
- Laptop computer with internet access required to access web-based materials (with headphones). It is recommended that students check compatibility before making a computer purchase.

**Required Texts Full-Time RN & LPN-RN:**

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<tr>
<td>Nursing: A Concept-Based Approach to Learning, Volume 1, 3rd Ed.</td>
<td>0134616804</td>
</tr>
<tr>
<td>Nursing: A Concept-Based Approach to Learning, Volume 2, 3rd Ed.</td>
<td>0134616812</td>
</tr>
<tr>
<td>Clinical Nursing Skills: A Concept-Based Approach Volume 3, 3rd Ed.*</td>
<td>0134616839</td>
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<tr>
<td>Schuster: Concept Mapping: Critical Thinking Approach to Care Planning, 4th Ed.</td>
<td>0803638485</td>
</tr>
<tr>
<td>Davis’s Drug Guide for Nurses, 16th Ed.</td>
<td>0803669453</td>
</tr>
<tr>
<td>Davis’s Laboratory &amp; Diagnostic Tests w/Nursing Implications, 7th Ed.</td>
<td>0803659431</td>
</tr>
<tr>
<td>Sparks &amp; Taylor’s Nursing Diagnosis Reference Manual, 10th Ed.</td>
<td>1496347811</td>
</tr>
<tr>
<td>NCLEX-RN Exam Review or Nursing Test Taking Success book of student’s choice</td>
<td></td>
</tr>
</tbody>
</table>

*Clinical Nursing Skills textbook required for Full-Time RN students only.

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

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.

**Required Clinical Supplies Full-Time RN & LPN-RN:**

- 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)
- Wrist Watch with second hand
- PeaceHealth St Joseph Hospital badge- students will pay for the badge through the BTC Campus Store (details will be provided at the Nursing All Program Meeting)
- Full-Time RN: RN Nurse Kit 115, RN Nurse Kit 125, RN Nurse Kit 135, RN Nurse Kit 215 & RN Nurse Kit 225 - available in BTC Campus Store
- LPN-RN: LPN-RN Nurse Kit 215 & LPN-RN Nurse Kit 225 - available in BTC Campus Store

*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.*
PN CERTIFICATE REQUIRED SUPPLIES & TEXTS

- BTC Nursing Program Student Handbook - available in BTC Campus Store.
- Lippincott’s NCLEX- PassPoint (PrepU) PN subscription of one year or longer. Students purchase through link on the Nursing Program Homepage to receive program discount. Details will be provided at the Technology Workshop.
- Program Curriculum on the Canvas - available to students on first day of class.
- Laptop computer with internet access required to access web-based materials (with headphones). It is recommended that students check compatibility before making a computer purchase.

**PN Certificate Required Texts:**

<table>
<thead>
<tr>
<th>Text</th>
<th>ISBN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations and Adult Health Nursing, 8th Ed.</td>
<td>0323484374</td>
</tr>
<tr>
<td>Schuster: Concept Mapping: Critical Thinking Approach to Care Planning, 4th Ed.</td>
<td>0803638485</td>
</tr>
<tr>
<td>Davis’s Drug Guide for Nurses, 16th Ed.</td>
<td>0803669453</td>
</tr>
<tr>
<td>Davis’s Laboratory &amp; Diagnostic Tests w/Nursing Implications, 7th Ed.</td>
<td>0803659431</td>
</tr>
<tr>
<td>Sparks &amp; Taylor’s Nursing Diagnosis Reference Manual, 10th Ed.</td>
<td>1496347811</td>
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**PN Certificate Required Clinical Supplies:**

- Blood Pressure Cuff
- Gait Belt
- Stethoscope (double bell)
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- BTC Nursing Student ID Badge (current academic year)
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- PN Nurse Skills Kits: PN Nurse Kit 115, PN Nurse Kit 125 & PN Nurse Kit 135 - available in BTC Campus Store

*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.*

**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. In order to receive additional support, the student must: 1) Attend all days of the 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 $75 reactivation fee for further evaluation and assistance.
NURSING PROGRAM
INSTRUCTIONAL IMPLEMENTATION

It will take a student a minimum of six quarters full-time to complete the BTC Nursing Program. The PN Certificate and LPN-RN option will take six quarters each to complete for a total of twelve quarters to for the DTA/MRP degree. Each course in the program is divided into individual units of specific content called a module. Student directed learning experiences are the core of the learning process. The faculty believe the leadership development facilitated by this method of delivery is instrumental to the total learning process and professional development.

Students in the full-time option complete nursing theory and clinical lab concurrently, with clinical lab experiences designed to facilitate transfer and application of both practical skills and theoretical knowledge. In the part-time options students complete nursing theory courses one quarter then the corresponding clinical lab course the next quarter. Within the program, faculty work as a team. Program faculty have demonstrated ability to teach all portions of the program and may rotate assignments in accordance with the needs of the students and the program overall.

The Nursing Advisory Board provides recommendations to the program. The Board meets a minimum of two times per year for the purpose of overall program improvement. Each class selects a student representative to attend these meetings.

The lead instructor will provide weekly instructional sequence during the first week of class. Clinical courses are eight-hour days and times and days vary depending on the clinical location and the clinical shift and may include weekends and/or evenings. NURS 235 is the preceptorship course and the student works the schedule of the nurse to whom they are assigned, this may include 8, 10 or 12-hour shifts for a total of 120 hours and may be day, evening or overnight shifts. Nursing students must be able to accommodate the various clinical schedules as clinical can start as early as 5:00am and/or go as late as 11:30pm and may include weekends.

CLINICAL INSTRUCTIONAL IMPLEMENTATION

Each clinical session is a learning opportunity where the student will utilize all resources to extend learning. Clinical instructors facilitate student learning by assigning students experiences that will assist them in achieving the learning objectives. Students are responsible for meeting the clinical objectives illustrated in the Clinical Handbook. Students are responsible for seeking out experiences that will enhance their experience and skill development.

In addition to actual client care experiences, students will share personal experiences with classmates in a classroom setting. These conversations are exploratory in nature and the expectation is that conversations that happen in this context fall under the HIPAA mandates. Also, students will maintain anecdotal records of experiences and self-evaluation of clinical performances. Individual instructors prior to each clinical rotation may give specific instructions regarding preparation for scheduled clinical practicum sessions.

Clinical shifts are normally 8 hours, begin with a pre-conference, and end with a post-conference. During the pre-conference, clinical instructors will give general instructions and the student creates a plan to meet individual client needs. The instructor evaluates student preparation for client care during the pre-conference. 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.

Throughout the clinical practicum, facilitation of student learning occurs in a variety of ways. Instructors meet with individual students informally during clinical time to discuss student strengths and areas for improvement with a focus on how to manage the clients’ needs in the most effective way. Students are encouraged to take the initiative to discuss their client care with their clinical instructors, as well as reflect on their practice in their self-evaluation. Instructors will schedule a midterm and final clinical conference with each student for evaluation of clinical performance. These evaluations will be documented on the Clinical Assessment Tool (CAT) form. Students are encouraged to schedule additional conferences with instructors as needed to discuss their progress in the program.

Any student demonstrating repeated unsafe clinical performance and/or behavior not meeting program standards will be excluded from the clinical setting, as this behavior constitutes unsatisfactory progress and will result in failure of the clinical course. See *Criteria for Behavior Not Meeting Program Standards* located in the Student Policies section of this handbook for more details. Any student excluded from clinical for unsafe performance and/or behavior not meeting program standards will receive a failing (F) grade for that clinical assignment. It should be noted that although a student receives a failing grade for a clinical course, the student may continue with the theory component of any course, but will be unable to continue in the program, because both theory and clinical must be successfully completed concurrently.

Additionally:
- Students must adhere to stated clinical affiliate/site policies in relation to dress code, nursing standards, parking, use of the cafeteria, and routines of the agency.
- All students are required to obtain assistance from a clinical instructor when performing new procedures or in new situations.
- Students will perform safely in all areas of client care. Any performance that endangers a client’s wellbeing may result in removal from the clinical setting.
- Clinical supervision follows WAC 246-840-570. Due to delegation and supervision, instructors may require demonstration of previously mastered skills in the clinical lab prior to performance in the clinical setting.

**PRECEPTORSHIP GUIDELINES FOR RN & LPN-RN**

NURS 235 is the designated preceptorship quarter for 2-year RN and LPN-RN. Students may submit preferences for preceptorship under the following guidelines in accordance with WAC 246-840-533 and the NNCPC Preceptorship Guidelines:
- Student preceptorship placement will be evaluated by faculty based on the established rubric and students will be assigned by the preceptorship committee to their preceptor for the quarter.
- Students will not be placed for a preceptorship experience in 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.
PN CERTIFICATE TRANSITION

The final quarter of the PN Certificate, NURS 135 will have a transition to practice and leadership clinical rotations. Students will be assigned to a skilled nursing facility and will assume the role of the practical nurse under the direct supervision of a Licensed Nurse (LPN or RN). Students will not be placed in a facility 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.

CULTURAL COMPETENCE

PN STUDENT NURSE RESPONSIBILITIES AND LIMITATIONS

PRACTICAL NURSING STUDENT NURSE RESPONSIBILITIES:
● The student nurse will review the medical records of the assigned client(s) with the licensed nurse or clinical faculty before being dismissed from the clinical setting.
● The student nurse will ensure that all medications are double checked by a licensed nurse or clinical faculty prior to administering.
● The student nurse is responsible for following the rights of medication administration at all times.
● 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 will ensure s/he has given a safe handoff to the staff nurse before leaving the floor.
● The student nurse will inform the faculty of any need to leave the clinical site, including break/lunch times.

CPR
The student nurse should initiate CPR if the situation warrants emergent action. The student nurse must also defer to the code team or equivalent upon their arrival.

CODES WHILE AT CLINICAL SITE
It is recognized that emergency situations require additional training, therefore, students should NOT participate in any code during clinical rotations at the hospital or other clinical facility per clinical agency’s policy.

STUDENT 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 nurse preceptor being “shoulder-to-shoulder” with the student the whole time the skill is being performed.

DIRECT LICENSED NURSE SUPERVISION IS REQUIRED FOR PRACTICAL NURSING STUDENTS TO PERFORM THE FOLLOWING:

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<td>See signing off orders procedure below.</td>
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<td>Unit Transfer</td>
<td>Transferring a client to or from one unit to another with in a facility.</td>
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**PRACTICAL NURSING STUDENTS MUST NOT PERFORM ANY OF THE FOLLOWING WHETHER SUPERVISED OR NOT:**

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<td>Amniotomy</td>
<td>The deliberate rupturing of the fetal membranes to bring on labor.</td>
</tr>
<tr>
<td>Antineoplastic agents - administration of (IV or PO)</td>
<td>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.</td>
</tr>
<tr>
<td>Arterial blood draws</td>
<td>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.</td>
</tr>
<tr>
<td>Arterial catheters - blood draws from</td>
<td>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.</td>
</tr>
<tr>
<td>A-V grafts - accessing</td>
<td>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.</td>
</tr>
<tr>
<td>Blood transfusions</td>
<td>PN students may not hang blood or participate in ongoing patient monitoring during blood transfusions.</td>
</tr>
<tr>
<td>Burn dressing changes</td>
<td>Applying a dressing to an injury caused by exposure to heat or flame.</td>
</tr>
<tr>
<td>Cardiac sheath removal</td>
<td>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).</td>
</tr>
<tr>
<td>Cardioversion</td>
<td>The use of an electric shock to convert a dangerously rapid, fluttering, and ineffective heartbeat to its normal rhythm.</td>
</tr>
<tr>
<td>Central line dressing changes where prohibited by policy (most acute care facilities)</td>
<td>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).</td>
</tr>
<tr>
<td>Defibrillation</td>
<td>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.</td>
</tr>
<tr>
<td>Skill or Procedure</td>
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</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Epidural infusion</td>
<td>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.</td>
</tr>
<tr>
<td>Intra-aortic balloon pump (IABP) - Care for a client</td>
<td>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.</td>
</tr>
<tr>
<td>Intrathecal catheter - Administration of medication via</td>
<td>An intrathecal catheter is used to deliver medications directly into the space between the spinal cord and the protective sheath surrounding the spinal cord.</td>
</tr>
<tr>
<td>Intrathecal catheter placement</td>
<td>An intrauterine pressure catheter (IUPC) is used during labor to help measure the exact force of contractions during labor by taking into account contraction frequency, duration and strength.</td>
</tr>
<tr>
<td>IV Therapy</td>
<td>IV fluids and medications including saline/Heparin lock flush.</td>
</tr>
<tr>
<td>Left Ventricular Assist Device (LVAD) - participate in care</td>
<td>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.</td>
</tr>
<tr>
<td>PICC line insertion</td>
<td>A peripherally inserted central catheter (PICC line), is a form of intravenous access that can be used for a prolonged period of time 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.</td>
</tr>
<tr>
<td>Peripherally Inserted Central Catheter (PICC) line removal</td>
<td>Removal of a PICC line requires supervision of a licensed nurse.</td>
</tr>
<tr>
<td>Ports - Initial access of a port or de-access (may use while access established)</td>
<td>A port is a type of central venous catheter. It 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.</td>
</tr>
<tr>
<td>Prostaglandins gel (and derivatives) administration</td>
<td>Prostaglandin is an artificial hormone to start labor. This hormone softens and thins the cervix, readying it for delivery. Administered vaginally.</td>
</tr>
<tr>
<td>Scalp lead insertion/removal</td>
<td>An internal monitor that directly records the fetal ECG via a single electrode applied to the fetal scalp (a fetal scalp electrode).</td>
</tr>
<tr>
<td>Sedation - Procedural/conscious</td>
<td>Procedural sedation and analgesia, previously referred to as conscious sedation, is defined as &quot;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.&quot;</td>
</tr>
<tr>
<td>Suturing</td>
<td>Joining of the edges of a wound or the like by stitching.</td>
</tr>
<tr>
<td>Total Parenteral Nutrition (TPN)</td>
<td>Management of TPN including assessment, administration, and double checks.</td>
</tr>
<tr>
<td>Venous Access</td>
<td>Venipuncture, phlebotomy; conversion to/from IV to saline lock.</td>
</tr>
</tbody>
</table>
### Skill or Procedure | Definition
--- | ---
Verbal orders from a Healthcare Provider | Students are never allowed to take verbal orders from a Healthcare Provider.

### PHONE ORDERS
The student is unable to take orders alone in the student nurse/preceptee role. Students may participate in the process using the methods listed below.

1. Three-way phone conversation with the primary nurse, healthcare provider and student.
   a) Verify that primary nurse will be present for clarification and assistance during phone order.
   b) Clearly present client condition, situation, and concern to healthcare provider with corresponding data or assessment information.
   c) Repeat the order back to the healthcare provider, for full clarification of order.
   d) Write down the order as healthcare provider phone order.
   e) Write the order, order date and time, the healthcare provider’s name and the student's name on the Healthcare providers’ order sheet. Then have the primary nurse co-sign. **The primary nurse must be present, listening and verifying the healthcare provider’s order through her/his signature.**

2. Before calling the healthcare provider, make sure the student has:
   a) Chart and med sheets in front of the student.
   b) Recent vital signs or other data, if pertinent.

3. Know what the goal of the conversation is and what results the student want.
   a) Collaborate and problem solve with primary nurse about purpose or goal for phoning healthcare provider about client condition.
   b) Prepare and gather all potential assessment and necessary information related to client prior to phoning.

### SIGNING OFF ORDERS
The student may only sign off orders on paper or electronic systems which allow the preceptor/primary nurse to co-sign the orders as correctly transcribed. If the facility medical record does not allow for two signers, the student may not sign off orders. If the medical record does allow two signers, the procedure is as follows.

1. The student will then double-check the order entry
2. The student will seek clarification as needed.
3. The student will sign with student name, title (SN), time, and date.
4. The student's preceptor/primary nurse will check and co-sign the orders (s/he has the legal responsibility for the orders).
NURSING PROGRAM
RN STUDENT NURSE RESPONSIBILITIES AND LIMITATIONS

REGISTERED NURSING STUDENT NURSE RESPONSIBILITIES:
● The student nurse will review the medical records of the assigned client(s) with the registered nurse or clinical faculty before being dismissed from the clinical setting.
● The student nurse will ensure that a clinical faculty or RN is present for initiation or management of IV therapy.
● The student nurse will ensure that all medications are double checked by an RN or clinical faculty prior to administering.
● The student nurse is responsible for following the rights of medication administration at all times.
● 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 will ensure s/he has given a safe handoff to the staff nurse before leaving the floor.
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CPR
The student nurse should initiate CPR if the situation warrants emergent action. The student nurse must also defer to the code team or equivalent upon their arrival.

CODES WHILE AT CLINICAL SITE
It is recognized that emergency situations require additional training, therefore, students should NOT participate in code blue, code grey, code purple, code Apgar, code stroke, or STEMI when at the hospital or other facility for clinical per clinical agency’s policy.

STUDENT LIMITATIONS
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<tr>
<td>Central line dressing changes where prohibited by policy (most acute care facilities)</td>
<td>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).</td>
</tr>
<tr>
<td>Defibrillation</td>
<td>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.</td>
</tr>
<tr>
<td>Epidural infusion</td>
<td>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.</td>
</tr>
<tr>
<td>Intra-aortic balloon pump (IABP) - Care for a client</td>
<td>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.</td>
</tr>
<tr>
<td>Intrathecal catheter - Administration of medication via</td>
<td>An intrathecal catheter is used to deliver medications directly into the space between the spinal cord and the protective sheath surrounding the spinal cord.</td>
</tr>
<tr>
<td>Intruterine catheter placement</td>
<td>An intrauterine pressure catheter (IUPC) is used during labor to help measure the exact force of contractions during labor by taking into account contraction frequency, duration and strength.</td>
</tr>
<tr>
<td>PICC line insertion</td>
<td>A peripherally inserted central catheter (PICC line), is a form of intravenous access that can be used for a prolonged period of time 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.</td>
</tr>
<tr>
<td>Ports - Initial access of a port or de-access (may use while access established)</td>
<td>A port is a type of central venous catheter. It 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.</td>
</tr>
<tr>
<td>Prostaglandins gel (and derivatives) administration</td>
<td>Prostaglandin is an artificial hormone to start labor. This hormone softens and thins the cervix, readying it for delivery. Administered vaginally.</td>
</tr>
<tr>
<td>Skill or Procedure</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Scalp lead insertion/removal</td>
<td>An internal monitor that directly records the fetal ECG via a single electrode applied to the fetal scalp (a fetal scalp electrode).</td>
</tr>
<tr>
<td>Sedation - Procedural/conscious</td>
<td>Procedural sedation and analgesia, previously referred to as conscious sedation, is defined as &quot;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.&quot;</td>
</tr>
<tr>
<td>Suturing</td>
<td>Joining of the edges of a wound or the like by stitching.</td>
</tr>
<tr>
<td>Verbal orders from a Healthcare Provider</td>
<td>Students are never allowed to take verbal orders from a Healthcare Provider.</td>
</tr>
</tbody>
</table>

**PHONE ORDERS**

The student is unable to take orders alone in the student nurse/preceptee role. Students may participate in the process using the methods listed below.

4. Three-way phone conversation with the primary nurse, healthcare provider and student.
   - f) Verify that primary nurse will be present for clarification and assistance during phone order.
   - g) Clearly present client condition, situation, and concern to healthcare provider with corresponding data or assessment information.
   - h) Repeat the order back to the healthcare provider, for full clarification of order.
   - i) Write down the order as healthcare provider phone order.
   - j) Write the order, order date and time, the healthcare provider’s name and the student's name on the Healthcare providers’ order sheet. Then have the primary nurse co-sign. **The primary nurse must be present, listening and verifying the healthcare provider’s order through her/his signature.**

5. Before calling the healthcare provider, make sure the student has:
   - c) Chart and med sheets in front of the student.
   - d) Recent vital signs or other data, if pertinent.

6. Know what the goal of the conversation is and what results the student want.
   - c) Collaborate and problem solve with primary nurse about purpose or goal for phoning healthcare provider about client condition.
   - d) Prepare and gather all potential assessment and necessary information related to client prior to phoning.

**SIGNING OFF ORDERS**

The student may only sign off orders on paper or electronic systems which allow the preceptor/primary nurse to co-sign the orders as correctly transcribed. If the facility medical record does not allow for two signers, the student **may not sign off orders.** If the medical record does allow two signers, the procedure is as follows.

5. The student will then double-check the order entry
6. The student will seek clarification as needed.
7. The student will sign with student name, title (SN), time, and date.
8. The student's preceptor/primary nurse will check and co-sign the orders (s/he has the legal responsibility for the orders).
NURSING PROGRAM
STANDARDS OF NURSING CONDUCT OR 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 46-840-705. 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:
   a. Delegating selected nursing functions to others in accordance with their education, credentials, and demonstrated competence as defined in WAC 246-840-010;
   b. Supervising others to whom he/she has delegated nursing functions as defined in WAC 246-840-010;
   c. Evaluating the outcomes of care provided by licensed and other paraprofessional staff;
   d. 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
   e. 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:

Minimum standards for licensed 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 of 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 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.

**Other responsibilities:**

a) 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;

b) 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

c) 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.

d) The registered nurse and the licensed practical nurse shall be responsible for maintaining current knowledge in his/her field of practice; and

e) 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.
SCOPE OF PRACTICE DECISION TREE

Nursing practice is constantly changing and developing in response to 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. For more information about Scope of Practice:

Washington State Department of Health Nursing Care Quality Assurance Commission, Practice Information

Washington State Department of Health Nursing Care Quality Assurance Commission Interactive Scope of Practice Decision Tree: [https://fortress.wa.gov/doh/opinio/s?s=DecisionTree](https://fortress.wa.gov/doh/opinio/s?s=DecisionTree)

NURSING PROGRAM
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 Student Navigator – provides pre-program and in-program students coaching, support and guidance.
- Nursing Program Manager – provides program students with orientations, technology (Canvas & ATI) support, clinical placement coordination and clinical simulation.
- Nursing Program Instructional Technician – assists students in the skills and simulation labs and tracks clinical placement requirements.

NURSING TUTORING

The Nursing Program provides tutors and workshops to assist students with nursing theory and clinical skills. This tutoring is coordinated through the Nursing Student Navigator and is delivered as small group, individual, or online. Nursing tutors may be currently enrolled nursing students or recent graduates. Program faculty may also provide tutoring and supplemental instruction to students in Open Lab and Workshops.

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. Nursing students have access to tutors who specialize in nursing theory and hands-on skills (see SI above). Contact the Tutoring Center for current schedules and more information: tutoring@btc.edu, 360.752.8499, Location: H Building (H), Room 9.

ACCESSIBILITY

BTC and your instructor are committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you have difficulty reading, hearing or seeing content, or any other difficulties that might negatively impact your potential to succeed in this course, you may be eligible to receive help from our Accessibility Resources (AR) Office. If you feel you may benefit from an accommodation, contact Mary Gerard, Coordinator for Accessibility Resources at the start of the quarter. This office is located in the College Services Building, Admissions and Student Resource Center, Room 106. Call 360-752-8345 or email ar@btc.ctc.edu.

If you qualify for academic accommodations, the Accessibility Resources Office will forward a letter of accommodation to your instructor, who will, with you, work out the details of any accommodations.
needed for this course. Existing services do not roll over from quarter to quarter and must be requested prior to the start of each quarter.

*If a student requires accommodations on exams 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.

Their instructor or Student Navigator 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 Student Navigator. Students must self-identify as a non-native English speaker and have it confirmed by a Student Services staff. 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.
Overview of Nursing Program Student Support Services and Process
NURSING PROGRAM
ASSESSMENT AND GRADING STANDARDS

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.

Students must achieve a combined individual exam average of 80% or higher in order 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.

LATE WORK
All student work (theory or clinical) that is turned in after the posted due date will be penalized 10% of the total points possible for that assignment. The student must notify the instructor that the assignment will be late prior to the due date or a grade of “0” will be recorded for the missed assignment. Re-submitted work will be penalized 20% of the total points possible for that assignment and will replace the original grade.

GRADING CRITERIA FOR THEORY COURSES:
Course syllabus and assignment details are located in Canvas and made available to students each quarter. Students should refer to the course syllabi for the most current grading and assignment information.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92.9%</td>
</tr>
<tr>
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<td>87%-89.9%</td>
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</tr>
<tr>
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<td>77%-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73%-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67%-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63%-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60%-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

Theory Exam (45% of grade) scores must have a combined average of 80% or higher in order to progress to the next course. Scoring below 80% on an individual theory exam requires content remediation. The student is responsible for meeting with the instructor and student navigator to create a remediation plan.

Exam ground rules:
- Exams will be administered by computer in the nursing computer lab or in the BTC Assessment Center. Testing in the BTC Assessment Center must be pre-arranged and pre-approved. BTC computer labs and the BTC Assessment Center are equipped with test security software.
- Students are required to login using their network username and password and use the lock-down browser or other secure testing platform for every exam.
- Cellphones, smart watches or other devices that record or send a signal are not allowed in any testing areas.
- A non-medical dictionary will be available for student reference for first year students only.
- Collaborative exams will be administered in this program at the discretion of the lead faculty. If a student is absent the day of the exam, no collaborative exam will occur.
Students are expected to complete all examinations on the assigned day; in the event of illness students will be required to 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 each exam missed after the first, 10% of the points possible will be subtracted from the student’s final score. Efforts will be made to create a quiet testing environment in the computer lab, if accommodations are required please refer to the section above on Accessibility Resources.

Cheating on tests is grounds for dismissal from the program (See BTC Student Code of Conduct). Additional details are located in the Exam Guidelines policy in this handbook.

**Dosage Calculation Exam (5% of grade)** must be completed with a score of 90% or higher. Each course will have one dosage calculation assessment that will contain 10 questions and will be administered online using Canvas. A simple calculator will be available through the secure browser or testing platform; students cannot use cellphones or personal calculators. 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 competency. *Students are not allowed to administer medications in the clinical setting until they meet this competency in each course.*

**Evidence Based Practice (15% of grade)** projects are assigned every quarter to allow students to collect, interpret, examine and prioritize information from a variety of peer-reviewed, scholarly sources. This process will prepare the student to coordinate and provide safe, evidence-based, collaborative nursing care. Grading combines both complete/incomplete elements and point based grading. *Any elements* turned in late will result in a 10% reduction in final grade. Any missing elements will result in a final grade of “0”. A detailed project outline, including directions for APA formatting is available on Canvas.

**Online Learning Resources (15% of grade)**

**Assessment Technologies Institute (ATI)**

Course instructor assigns ATI Tutorials and Practice and Proctored Assessments and details are available on Canvas. ATI is an online resource for students to use to supplement theory and lab course content and to help students prepare for the NCLEX-RN. Students receive points for work done in ATI Tutorials, Practice and Proctored Assessments, and Focused Review. Overall ATI points vary each quarter and assignment points totals are available on the Canvas course website. Students must complete the Practice Assessments and Focused Review and submit proof of completion prior to taking the Proctored Assessment.

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.*

**PassPoint (formerly PrepU)**

A subscription to Lippincott NCLEX PassPoint (PN or RN as appropriate) that will last through expected graduation date is required for all students but second year students will only be graded on their use of the product. PassPoint is a valuable tool that helps students study nursing concepts, helps them prepare for module exams, and helps prepare for the NCLEX licensing exam. Grading requirements are in each Canvas course and will include both number of questions and mastery level.
Students are encouraged to choose content in PassPoint that aligns with curriculum to help prepare for module exams and may work ahead to get credit for questions done in previous quarters and over breaks. Students must complete the required number of questions and achieve the required mastery level to be awarded points. Assignment is worth 50 points.

**Attendance (15% of grade)** is graded in Canvas as an assignment worth 100 points. Attendance is expressed in the Canvas gradebook as a percentage of class periods attended and class periods missed. A tardy is worth is worth 80% of a presence. For example, a student with one presence and one tardy will have an average attendance score of 90% in a nursing course that has 22 days.

**Professionalism** is defined by the BTC Nursing Program as participating within the nursing profession by seeking opportunities for continued learning, self-development, and management skills. Grading for professionalism includes collaborative exams and shared governance.

**Collaborative Exams (4% of grade)** allows students to develop positive interpersonal relationships with other students, promote fellow student learning, do one’s fair share of the work, use appropriate small-group process skills, improve test taking skills, and active evaluation of the effectiveness of the group. In addition, group activity enhances learning and critical thinking skills such as analysis, explanation, inference, and interpretation. For each collaborative exam the student can earn up to two points as follows: 80-89% 1 point, 90-100% 2 points for a maximum total of eight (8) possible points per course.

**Shared Governance (1% of grade)** is participation in a dynamic staff/leader partnership that promotes collaboration, shared decision making and accountability for improving quality of care, safety and enhancing work life. Nursing students can participate in shared governance in a variety of ways. Some examples include active participation in organizations such as the Student Nurse Organization (SNO), the Associated Student Body of Bellingham Technical College (ASBTC), the Nursing Student Governance Advisory Committee (NSGAC), and serving as mentors in the student-led mentoring program.

**GRADING CRITERIA FOR CLINICAL COURSES:**
Course syllabus and assignment details are located in Canvas and made available to students each quarter.

<table>
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<tr>
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**STUDENT ASSIGNMENTS/REQUIREMENTS:**
- Clinical Performance 50%
- Clinical Assignments 20%
- Lab Skills Evaluations 5%
- Simulation 10%
- Attendance 15%

- **NURS235 Lab Skills Evaluations and Simulation are replaced with Service Learning for 15% of the clinical grade.**
- **LPN-RN Program option Simulation is replaced by Online Learning Resources Assignments for 10% of clinical grade.**
Clinical Performance (50% of grade) will be evaluated by the clinical instructor 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 at the end of the clinical experience. When a student's behavior or behaviors pose a threat to patient safety, that student may be subject to a failing grade in the clinical nursing course. See Criteria for Behavior Not Meeting Program Standards.

CLINICAL ASSESSMENT TOOL (CAT) GRADING RUBRIC

Overall Clinical Performance

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Midterm Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Midterm students are evaluated as either “Meets Expectations” or “Does Not Meet Expectations”.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student performance reflects progress towards successful attainment of criterion that may be limited by opportunity or other factors.</td>
<td>• Student performance does not meet minimum standards of knowledge, skills and attitudes to successfully achieve the criterion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Safe and accurate.</td>
<td>• Questionable safety and/or accuracy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Needs limited supervision.</td>
<td>• Multiple verbal cues are needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Occasional verbal cues required.</td>
<td></td>
</tr>
<tr>
<td><strong>Final Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td></td>
<td>• Student performance exceeds successful attainment of criterion at the expected level for the course.</td>
<td>• Student performance does not meet minimum standards of knowledge, skills and attitudes to successfully achieve the criterion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies and reports potential safety concerns.</td>
<td>• Questionable safety and/or accuracy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Needs minimal supervision.</td>
<td>• Multiple verbal cues are needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-directed.</td>
<td></td>
</tr>
<tr>
<td>Meets Expectations</td>
<td></td>
<td>• Knowledge of basic concepts and principles.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Monitors client progress with limited assistance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Proficiency in the use of most nursing skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Generally relaxed, organized and confident.</td>
<td></td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td></td>
<td>• Knowledge is memorized rather than comprehended.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Needs cueing to monitor client’s progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Unable to select and/or perform nursing skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inefficient, uncoordinated and unorganized.</td>
<td></td>
</tr>
</tbody>
</table>

Clinical Performance for each Program Outcome

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING CARE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Evaluation rubric only includes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Meets Expectations” &amp; “Does Not Meet Expectations”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>• Strong knowledge base, excellent reasoning and problem solving skills.</td>
<td>• Knowledge of basic concepts and principles.</td>
<td>• Knowledge is memorized rather than comprehended.</td>
</tr>
<tr>
<td></td>
<td>• Monitors client progress closely and adjusts treatment as indicated by client response.</td>
<td>• Monitors client progress with limited assistance.</td>
<td>• Needs cueing to monitor client’s progress.</td>
</tr>
<tr>
<td></td>
<td>• Mastery of necessary nursing skills.</td>
<td>• Proficiency in the use of most nursing skills.</td>
<td>• Unable to select and/or perform nursing skills.</td>
</tr>
<tr>
<td></td>
<td>• Consistently relaxed, organized and confident.</td>
<td>• Generally relaxed, organized and confident.</td>
<td>• Inefficient, uncoordinated and unorganized.</td>
</tr>
</tbody>
</table>
### SELF-CARE PROMOTION

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Independently evaluates and analyzes self-care.</td>
<td>- Evaluates and analyzes self-care with minimal prompting.</td>
<td>- Uninterested in improving self-care.</td>
</tr>
<tr>
<td>- Demonstrates emotional resilience for self and client.</td>
<td>- Identifies a need for emotional resilience for self and client.</td>
<td>- Is unable to identify a need for emotional resilience for self and client.</td>
</tr>
<tr>
<td>- Consistently mindful of patient preferences.</td>
<td>- Generally mindful of patient preferences.</td>
<td>- Unable to recognize patient preferences.</td>
</tr>
<tr>
<td>- Demonstrates ongoing commitment to improve self-care.</td>
<td>- Demonstrates a desire to improve self-care.</td>
<td>- Rarely reflects on self-care improvement.</td>
</tr>
<tr>
<td>- Enters data into health record</td>
<td>- Shows basic understanding of culturally appropriate communication techniques.</td>
<td>- Arrives to clinical unwell.</td>
</tr>
<tr>
<td>- Independently identifies areas for improving personal and professional behaviors and values.</td>
<td>- Accepts feedback in identifying areas for improving personal and professional behaviors and values.</td>
<td></td>
</tr>
<tr>
<td>- Promotes professional and ethical behavior in practice.</td>
<td>- Shows basic understanding of culturally appropriate communication techniques to therapeutically interact with the individual/family and provide health education.</td>
<td></td>
</tr>
<tr>
<td>- Uses effective, culturally appropriate communication techniques to therapeutically interact with the individual/family and provide health education.</td>
<td>- Consistently enters data into health record with occasional supportive cues.</td>
<td></td>
</tr>
<tr>
<td>Results of health record</td>
<td>- Consistently enters data into health record with occasional supportive cues.</td>
<td></td>
</tr>
</tbody>
</table>

### PROFESSIONALISM

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Self-directed in seeking new learning experiences beyond assignments.</td>
<td>- Consistently arrives on time and prepared.</td>
<td>- Tardy and/or unprepared.</td>
</tr>
<tr>
<td>- Completely and accurately reports relevant information and seeks assistance from other team members.</td>
<td>- Self-directed in completing assignments.</td>
<td>- Needs cues to initiate care.</td>
</tr>
<tr>
<td>- Independently identifies areas for improving personal and professional behaviors and values.</td>
<td>- Consistently dresses according to code.</td>
<td>- Inconsistent with dress code, needs cues to maintain.</td>
</tr>
<tr>
<td>- Promotes professional and ethical behavior in practice.</td>
<td>- Needs cues to completely and accurately report relevant information and seek assistance from other team members.</td>
<td>- Displays unprofessional attributes and/or is unaccountable.</td>
</tr>
<tr>
<td>- Uses effective, culturally appropriate communication techniques to therapeutically interact with the individual/family and provide health education.</td>
<td>- Accepts feedback in identifying areas for improving personal and professional behaviors and values.</td>
<td>- Does not question own established patterns of behavior and thought.</td>
</tr>
<tr>
<td>- Enters data into health record independently without cues from instructor or staff nurse.</td>
<td>- Shows basic understanding of culturally appropriate communication techniques to therapeutically interact with the individual/family and provide health education.</td>
<td>- Unsatisfactory interpersonal relationships.</td>
</tr>
<tr>
<td>- Works well with team members with evidence-based clinical care.</td>
<td>- Consistently enters data into health record with occasional supportive cues.</td>
<td>- Does not report information or reports inaccurate information.</td>
</tr>
<tr>
<td>- Provides and receives positive and constructive feedback.</td>
<td>- Shares information necessary to make informed decisions.</td>
<td>- Lacks awareness of cultural and language variations as a barrier to effective communication and/or appears judgmental in approach.</td>
</tr>
<tr>
<td>- Recognizes difference between positive and constructive feedback.</td>
<td>- Works well with team members who have varying points of view.</td>
<td>- Needs cues to enter data into health record.</td>
</tr>
<tr>
<td>- Consistently arrives on time and prepared.</td>
<td>- Shares information necessary to make informed decisions.</td>
<td></td>
</tr>
</tbody>
</table>

### COLLABORATIVE LEADERSHIP

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Leads care of client and participates in collaborative interactions.</td>
<td>- Participates in collaborative interactions.</td>
<td>- Works primarily in isolation.</td>
</tr>
<tr>
<td>- Readily consults with nursing and interdisciplinary team members.</td>
<td>- Consults with experienced nurse regarding delegation needs for client care and follows through appropriately with supervision.</td>
<td>- Focused on completing own assignments.</td>
</tr>
<tr>
<td>- Actively and consistently assists team with evidence-based clinical care.</td>
<td>- Recognizes difference between positive and constructive feedback.</td>
<td>- Seldom asks for help or feedback.</td>
</tr>
<tr>
<td>- Provides and receives positive and constructive feedback.</td>
<td>- Shares information necessary to make informed decisions.</td>
<td>- Unable to lead self or others.</td>
</tr>
<tr>
<td>- Works well with team members who have varying points of view.</td>
<td>- Works well with team members who have varying points of view.</td>
<td>- May not recognize when to provide feedback and may be uncomfortable providing feedback to peers and others.</td>
</tr>
<tr>
<td>- Acts as a catalyst in group decision making.</td>
<td>- Shares information necessary to make informed decisions.</td>
<td>- May not appropriately identify tasks that may be delegated.</td>
</tr>
<tr>
<td>- Constraints of self to personal preferences.</td>
<td>- Works well with team members who have varying points of view.</td>
<td>- Limited collaboration with nursing staff team members.</td>
</tr>
<tr>
<td>- Dresses according to personal preferences.</td>
<td>- Shares information necessary to make informed decisions.</td>
<td>- Limited initiative to assist staff members.</td>
</tr>
</tbody>
</table>
### CLINICAL JUDGEMENT

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Raises significant questions and issues.</td>
<td>• Raises questions and issues.</td>
<td>• Inconsistent comprehension of basic concepts/principles.</td>
</tr>
<tr>
<td>• Consistently utilizes the nursing process to analyze questions/problems.</td>
<td>• Uses nursing process to analyze questions/problems with cues.</td>
<td>• Inconsistent use of the nursing process.</td>
</tr>
<tr>
<td>• Self-directed in regularly observing, monitoring and documenting a variety of data, and all useful information is noted.</td>
<td>• Recognizes the difference between evidenced-based resources and opinion.</td>
<td>• Focuses on the most obvious and is missing important data.</td>
</tr>
<tr>
<td>• Analyzes procedure manuals and scholarly resources to plan and provide care using evidence-based practice.</td>
<td>• Uses procedure manuals and scholarly resources to plan and provide care.</td>
<td>• Overwhelmed by the array of data.</td>
</tr>
<tr>
<td></td>
<td>• Practices within the guideline and policy of the nursing program and legally defined scope of nursing practice.</td>
<td>• Relies solely on easily accessible information (peers, staff, or non-scholarly resources) to plan and provide care.</td>
</tr>
<tr>
<td></td>
<td>• Needs cues to use sources to plan and provide care.</td>
<td>• Unaware of the role and impact of regulations on nursing practice.</td>
</tr>
</tbody>
</table>

**Clinical Assignments (20% of grade)** 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.

**Lab Skills Evaluations (5% of grade)** and lab instruction is considered clinical time and attendance is mandatory. 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 of the first attempt. Retakes will be scheduled with instructor. Students unable to maintain satisfactory progress will meet with their instructor to develop a remediation plan. Remediation and tutoring between attempts are highly recommended.

**Simulation (10% of grade)** 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.

**Service Learning (15% of grade NURS235 ONLY)** Students will participate in the implementation and management of an established after school program for a diverse pediatric population as part of a team of students. See NURS230 Canvas site for more details.
COURSE PROGRESSION
Students may progress to a higher level when they pass theory and clinical learning experiences at a lower level. Students must demonstrate satisfactory progress. Satisfactory progress is defined as a student receiving a passing grade in both theory and clinical courses. Students unable to maintain satisfactory progress will meet with their instructor to develop a remediation plan.

PROGRESS REPORTS
Students will be notified by written progress report if they are performing at an unsatisfactory level in theory, lab or at clinical. Identified concerns may reflect unsatisfactory practice, achievement or behaviors. Students will be referred to the Nursing Student Navigator. Students may be given a contract for success, which they will be required to fulfill in a satisfactory manner within a specified period of time. Students must meet the terms of the contract for success in order to progress in the program. Failure to meet the terms of the contract for success may affect a student’s ability to progress in the program.

EXIT
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 Manager 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 Readmission and Transfer Policy.
NURSING PROGRAM
STUDENT POLICIES

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 for nursing students.

ACADEMIC DISHONESTY
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 BTC Student Handbook.

ALCOHOL AND CHEMICAL SCREENING FOR CLINICAL AFFILIATES
All nursing students are required by the clinical affiliate to undergo a “10 panel urine drug screen” for prohibited substances per clinical site policy. Student 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 has to 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 APL-N 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 reapply to 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: POLICY ON SUBSTANCE ABUSE/MISUSE IN THE CLINICAL SETTING
The purpose of this policy is to protect the welfare of clients, students, instructors, Bellingham Technical College, and affiliating agencies. The Washington State Department of Health under RCW 18.130.180 has defined chemical dependency 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 the course instructor if they 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 instructor 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 the rules 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 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.

ATTENDANCE

**Theory**

Course attendance is required. Attendance and punctuality are very important to student success. Regular attendance reflects a commitment to learning and readiness for employment as a registered nurse. Nursing students will be at the college during the hours set by the instructor and posted on the class schedule. Scheduled hours will vary each quarter. Each student is encouraged to plan carefully for his/her quarterly schedule. All students are expected to attend class on scheduled days. All students are expected to arrive on time and stay until dismissal time. Arriving late to class or leaving class early is not acceptable behavior. Late arrival or leaving early is defined as more than fifteen minutes and will be marked as tardy in Canvas. Please adjust work or other schedules so they do not interfere with your school schedule. Faculty value your behaviors in classroom and clinical as development of your “work ethic”. It is the student’s responsibility to inform his/her instructor when absence from class is necessary via voicemail or email prior to the start of class. Absenteeism or tardiness reflects on student grades and overall achievement and may be grounds for disciplinary action. See Assessment and Grading Policy.

**Clinical, Simulation and Lab**

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)ii RN students must complete at least five hundred hours for associate degree nursing education programs and (1)i PN students must complete at least 300 hours to complete the PN Cert. Therefore, missing clinical 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 late to the clinical rotations will be sent home with no credit given for that day.**

**Students who are ill must call in to the clinical site or campus two hours before the shift starts as well as notify (call) the instructor at the beginning of the clinical day.**

If the instructor cannot be reached, please notify the nursing program at 360.752.8423. 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. See Assessment and Grading Policy.

**BEHAVIOR**
While in class, students are expected to demonstrate those personal qualities required by employers. Those expectations include, but are not limited to, responsibility, integrity, and honesty. Students are expected to demonstrate mutual respect for each other and for the instructors. If a student demonstrates behavior, including inappropriate dress, that impacts the learning environment negatively, the disciplinary procedure will be implemented. *(See Student Code of Conduct)*

**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 webpage, Facebook and Twitter. Refer to the emergency flipchart in your classroom for more information on specific types of emergencies.

**CLINICAL AFFILIATE ACCESS BADGE**
Some clinical affiliates require students to purchase 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.

**CRIMINAL HISTORY BACKGROUND CHECKS**
All students must pass a criminal history background check in order 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, Bellihgamtechcompliance.com 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.

**CRITERIA FOR BEHAVIOR NOT MEETING PROGRAM STANDARDS**
Nursing students are legally responsible for their own acts, commission and/or omission. Nursing instructors 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 in order 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) demonstrated a pattern of unsafe behavior.

<table>
<thead>
<tr>
<th>Not Meeting Program Standards is Demonstrated When the Student:</th>
<th>Examples: may not be limited to descriptors below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violates or threatens the <strong>physical</strong> safety of the client.</td>
<td>Unsafe use of equipment or supplies. Comes unprepared to the practice site. Incorrect positioning. Inadequate preparation for an emergency situation.</td>
</tr>
<tr>
<td>Violates or threatens the <strong>psychological</strong> safety of the client.</td>
<td>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.</td>
</tr>
<tr>
<td>Violates or threatens the <strong>microbiological</strong> safety of the client.</td>
<td>Unrecognized violation of aseptic technique. Comes to the practice site ill. Clinical placement requirements not current.</td>
</tr>
<tr>
<td>Violates or threatens the <strong>chemical</strong> safety of the client.</td>
<td>Inappropriate use and/or application of: medications, treatments, or products.</td>
</tr>
<tr>
<td>Violates the <strong>thermal</strong> safety of the client.</td>
<td>Fails to observe safety precautions. Injures client with application of hot/cold. Leaves unreliable client alone.</td>
</tr>
<tr>
<td>Inadequately and/or inaccurately utilizes critical thinking.</td>
<td>Fails to observe/identify and/or report critical data regarding clients. Makes repeated faulty judgments. Difficulty prioritizing and organizing responsibilities.</td>
</tr>
<tr>
<td>Violates previously mastered principles/learning objectives.</td>
<td>Incorrectly performing skills that have been previously evaluated/mastered. Inadequate preparation for procedure. Does not follow practice site policies and procedures.</td>
</tr>
<tr>
<td>Assumes inappropriate independence in actions or decisions.</td>
<td>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.</td>
</tr>
<tr>
<td>Displays unprofessional conduct.</td>
<td>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.</td>
</tr>
<tr>
<td>Displays behavior that puts client safety at risk.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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 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 supervisor, and will be handled individually regarding student’s continuation in the program.
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 preparation 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 has 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 (computer). 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
Patients and clients are entitled to confidentiality of their medical information. Federal legislation, the Health Insurance Portability and Accountability Act (HIPAA) mandates that no personally identifiable patient information be released without the patient's permission. All BTC clinical policies and procedures are in compliance with HIPAA. While students may share non-identifiable information for course and learning purposes, no patient information of any kind should be shared outside confidential settings in the practicum site or classroom. Absolutely NO reference to a patient, even if de-identified, should ever be shared electronically via email or on social networking sites such as Facebook. Additionally, no facility or facility staff information should be shared via email, on social networking sites, or by other means outside the learning environment. The instructor may direct students to share select de-identified patient information via email for course preparation or learning purposes. Sharing on Canvas is permissible, as directed by the instructor, because Canvas access is password-protected. Pictures of patients must never be taken, whether a patient gives permission or not. If patient pictures are being considered for an educational purpose, the student must check with the instructor who will determine policies at the clinical practicum site.

Nursing students are given access to all necessary information on their clients in order to appropriately plan and deliver quality client care. Under no circumstances is information pertinent to clients to be discussed outside of the clinical/classroom setting. Students must not write client names on personal papers, or copy sections of the chart. No copies of facility report/census sheets or other documents may leave the facility.

Given the nature of the program structure, confidentiality must also be maintained between students, in order to allow for free expression of ideas. Any breach of confidentiality will be reported to the clinical agency and in addition may result in dismissal from the program.

Students will sign a confidentiality form in agreement of understanding and adhering to this policy. Clinical affiliates may require students to sign additional confidentiality agreements.

CONTACT INFORMATION
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 (cell phone, 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
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 American Bellinhamstercompliance.com clinical requirements trackers must upload current proof of CPR and have it accepted by Complio. Students without American Complio trackers are required to submit proof to the Nursing Program. 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.

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 instructor will discuss this behavior with the student. If necessary, the student will be disciplined according to the BTC Student Code of Conduct.

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 Nursing Skills and Simulation Labs during either Open Lab or lab practice sessions students are do not need to wear their clinical uniform or scrub top or bottom, but must wear closed toed non-skid shoes.

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.

Recording devices guidelines:
- The student must sign the Classroom Recording Agreement form (located in this handbook) before lectures can be recorded;
- Student 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 each time lectures;
- All students in the class as well as guest speakers will be informed by the instructor that permission was 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.

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 alerts) 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.

*Emergency calls to students may be made through the clinical instructor’s cellphone.

EMPLOYMENT
The faculty strongly recommends that the maximum hours of employment not exceed 16 hours per week outside of school. Students are discouraged from planning to work the shift immediately prior to class or clinical, as fatigue may jeopardize safe performance. Faculty may recommend that a student reconsider working commitments if employment is interfering with meeting the objectives of the Nursing Program.

The student, as an employee of an agency, may not wear the BTC name badge, uniform or sign S.N. after his/her name. It is recommended that a student not accept assignments beyond the level of a nursing assistant unless s/he is an LPN or Nurse Technician. Employed students are not considered official representatives of the BTC Nursing Program.

An unlicensed nursing student should not accept employment that requires the student to perform duties that should be performed only by a licensed nurse. Students are accountable for their actions and are urged to use reasonable and prudent care in accepting a position and in fulfilling their responsibilities as employees.

EXAM GUIDELINES
The goal of the BTC nursing program is to provide a quiet and consistent exam environment to all students taking nursing exams. Exams will be administered by computer in a computer lab with an approved proctor. BTC computer labs are equipped with test security software, which includes Respondus and Insight. Students are required to login using their network username and password and use the lock-down browser or other testing platform for every exam. Students testing in the Assessment Center may be required to show picture government issued ID to test, students will return to the assigned waiting area when individual exam is complete. Students must abide by all Assessment Center polices when testing in that location.

Students late to any testing session and/or location will not be allowed to start after 15 minutes. In the event the proctor/instructor can find a quiet location for testing the student may be able to complete the test later the same day but will not be included in the group testing experience and group points are forfeited. Students who miss an exam for any reason will be given a different version of the exam.

For the benefit of all students in the testing area please follow the guidelines listed below:

• Avoid using the bathroom during an exam;
• All cellphones, smart watches or other devices that record or send a signal must be turned off and placed at the front of the room along with all personal belongings and not accessed until all the students have completed the exam;
• A beverage with a lid is allowed, food is not;
• Movement, sounds, and strong scents are all disruptive and to be minimized, use only unscented body care products;
• Ear plugs may be worn to block sound; headphones are not allowed unless exam has auditory content;
• Once students finish exam they may leave the testing room quietly but must leave all personal belongings and electronic devices in the testing room until after the group exam. Exam proctor may designate a waiting area or room.

Instructors reserve the right to assign seating for individual exams and assign groups for collaborative exams. A dry erase board and pen will be provided by the proctor for use during the exam. Additionally, a Longman’s Dictionary (non-medical) will be available in the exam area for students to reference in the first year only. Proctors or instructors cannot look up a word or use their own knowledge to answer a question for a student. For dosage calculation exams students will be provided a simple calculator or be required to use the web browser’s calculator, use of a personal calculator is prohibited. No notes or math formulas are allowed in any testing setting. Neither proctor nor instructor will discuss items on exam during or immediately after testing.

Group or collaborative exams may follow individual module exams at instructor discretion. Groups are assigned by the instructor, no exceptions. Group exams will follow all the guidelines laid out for the individual exams. The proctor or instructor will document names of students and the “recorder” in each group.

Due to privacy concerns and to maintain test integrity there will be no individual exam review in the classroom or testing setting. In the event a student wants to review their individual exam or seek clarification of an individual exam question, the student should make an appointment to meet with their instructor. Students are not allowed to make written copies or take pictures of exam questions. Sharing information about exam questions in any way is a breach of academic integrity and subject to discipline up to and including preventing progression in the program.

EXEMPTION
If any of the nursing program policies are in opposition to the student’s beliefs, the student will request an exemption in writing at the beginning of the program. It is unacceptable to wait until clinical courses have begun to request exemption. Each case will be dealt with on an individual basis by the faculty and Nursing Director.

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 instructor. The process for reporting exposure will be:

• The clinical instructor and student will notify the agency supervisor.
• The student and instructor will complete the agency site’s incident report.
• The student and instructor will complete the college’s accident report.
• The student and instructor 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 considered to be 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.

FAILURE TO MEET STANDARDS OR POLICIES
Disciplinary warnings will be issued verbally and then in writing for failure to adhere to the Student Conduct Code, college or Nursing Program policies, maintain adequate progress in theory or behavior not meeting program standards. If a student receives a written warning, that student has the opportunity to review the document along with a witness of the student’s choosing and the issuing faculty member in attendance. Recommendations for success/remediation will be based on the BTC Student Code of Conduct, individual course outcome objectives and/or the WAC for nursing practice.

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 with Bellinghamtechcompliance.com clinical requirements trackers must upload the form and have it accepted by Complio. Students without Bellinghamtechcompliance.com trackers are required to submit proof to the Nursing Program.

In the event that 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. In the event that 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.

IMMUNIZATIONS
Nursing students must have proof of all the required immunizations on file with the Nursing Program before they can attend clinical. Students with Bellinghamtechcompliance.com clinical requirements trackers must upload form and have it accepted by Complio. Students without Bellinghamtechcompliance.com trackers are required to submit proof to the Nursing Program. In the event a student needs to update their immunizations, the student may submit partial proof initially and then complete the process after the quarter starts but before beginning clinical rotations. All immunizations 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.
- **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, or a signed waiver stating that the student understands the risks as a healthcare worker of not being vaccinated against Hep B. 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.

- **Influenza:** students are required to obtain an influenza vaccine during flu season or sign a waiver and follow the clinical agency’s influenza policy. Proof of vaccination must include current season, the date of vaccination, and practitioner/location where your vaccination was administered.

**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 to maintain 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 with American DataBank/Complio clinical requirements trackers must upload documentation to and have it accepted by American DataBank/Complio. Students without American DataBank/Complio trackers are required to submit proof to the Nursing Program. This is in accordance with 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 in the course of 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 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.

**INSTRUCTOR GIFTS**

Students success is the best gift an instructor can receive but students may give instructors gifts but these should be limited to $50 or less. No student should be made to feel that they must give a card or gift to their instructor and it is best practice to give these after grades are finalized, if at all.

**JUST CULTURE**

Open reporting and participation in error prevention and improvement is facilitated by use of the principles of “Just Culture” and through the use of 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 below 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.
### Event(s):

#### Nursing Program Student Handbook

**NCBON Just Culture Student Practice Event Evaluation Tool (SPEET)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Human Error (green)</th>
<th>At Risk Behavior (yellow)</th>
<th>Reckless Behavior (red)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G</strong> General Nursing Practice</td>
<td>No prior counseling for practice related issues</td>
<td>Prior counseling for single <strong>non-related</strong> practice issue</td>
<td>Prior counseling for multiple related or non-related practice issues</td>
<td>4</td>
</tr>
<tr>
<td><strong>U</strong> Understanding expected based on program level, course objective/outcomes</td>
<td>Has knowledge, skill and ability – <em>Incident was accidental, inadvertent, or an oversight</em></td>
<td>Task driven/rote learning. OR Wrong action for this circumstance.</td>
<td>Able to recognize potential problems. In this instance “negligent” OR failed to act according to standards. Risk to client outweighed benefits.</td>
<td>5</td>
</tr>
<tr>
<td><strong>I</strong> Internal Program or Agency Policies/standards/inter-disciplinary orders</td>
<td>Unintentional breach OR No policy/standard/order available</td>
<td>Policy not enforced OR Cultural norm or common deviation of staff. OR Policy/order misinterpreted</td>
<td>Disregarded policy/standard/order for own personal gain.</td>
<td>Maliciously disregarded policy/standard/order</td>
</tr>
<tr>
<td><strong>D</strong> Decision/choice</td>
<td>Accidental/mistake/inadvertent error</td>
<td>Advantages to patient outweighed risk</td>
<td>Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor judgement.</td>
<td>Clearly a prudent student would not have done. Unacceptable risk to patient/agency/public. Disregard for patient safety.</td>
</tr>
<tr>
<td><strong>E</strong> Ethics/credibility/accountability</td>
<td>Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.</td>
<td>Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.</td>
<td>Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation.</td>
<td>Took active steps to conceal error or failed to disclose known error.</td>
</tr>
</tbody>
</table>

Criteria Score __________
### NCBON Just Culture Student Practice Event Evaluation Tool (SPEET) continued

<table>
<thead>
<tr>
<th>Mitigating Factors – check all identified (green)</th>
<th>Aggravating Factors – check all identified (red)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication breakdown (multiple handoffs, change of shift, language barriers)</td>
<td>Especially heinous, cruel, and / or violent act</td>
</tr>
<tr>
<td>Unavailable resources (inadequate supplies/equipment)</td>
<td>Knowingly created risk for more than one client</td>
</tr>
<tr>
<td>Interruptions / chaotic environment / emergencies – frequent interruptions / distractions</td>
<td>Threatening / bullying behaviors</td>
</tr>
<tr>
<td>Inadequate supervision by faculty or preceptor</td>
<td>Prior formal student disciplinary record for practice issue(s)</td>
</tr>
<tr>
<td>Inappropriate assignment by faculty or preceptor</td>
<td>Other (identify):</td>
</tr>
<tr>
<td>Policies / procedures unclear</td>
<td></td>
</tr>
<tr>
<td>Client factors (combative/agitated, cognitively impaired, threatening)</td>
<td></td>
</tr>
<tr>
<td>Non-supportive environment – interdepartmental/staff/student conflicts</td>
<td></td>
</tr>
<tr>
<td>Lack of response by other departments / providers</td>
<td></td>
</tr>
<tr>
<td>Other (identify):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # mitigating factors identified</th>
<th>Total # aggravating factors identified</th>
</tr>
</thead>
</table>

### Criteria Score (from front page)

<table>
<thead>
<tr>
<th>Mitigating factors (subtract 1 point for 1-3 factors; 2 points for 4-6 Factors; and 3 points for 7 or more factors)</th>
<th>Aggravated factors (add 1 point for each identified factors)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Overall Score</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Human Error (green)</th>
<th>At-Risk Behavior (yellow)</th>
<th>Reckless Behavior (red)</th>
</tr>
</thead>
<tbody>
<tr>
<td># criteria in green = ____</td>
<td># criteria in yellow = ____</td>
<td># criteria in red = _____</td>
</tr>
<tr>
<td>IF 3 or more criteria in Green OR total score &lt;8 – Address event by consoling student and/or developing remedial improvement plan with student</td>
<td>IF 3 or more criteria in yellow OR total score 8-19 – Address event by coaching student, possibly counseling, and/or developing remedial improvement plan with student</td>
<td>IF 3 or more criteria in red OR Total score 20 or greater – Consider disciplinary action and/or remedial action in addressing event with student</td>
</tr>
</tbody>
</table>

### Action(s) Taken:

**Student Name: ________________________________**

**Faculty Name: ________________________________**

**Date of event: ________________________________**

### NOTE: This SPEET is NOT used if event involves misconduct such as: academic cheating, confidentiality, fraud, theft drug abuse, boundary issues, sexual misconduct, mental/physical impairment. Instead, these are managed through established mechanisms outside of this clinical framework.

- **Human Error** = Inadvertently doing other than what should have been done; a slip lapse, mistake.
- **At-Risk Behavior** = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.
- **Reckless Behavior** = Behavioral choice to consciously disregard a substantial and unjustifiable risk.
- **Consoling** = Comforting, calming; supporting student while examining event.
- **Coaching** = Supportive discussion with the student on the need to engage in safe behavioral choices.
- **Remedial Action** = Actions taken to aid student including education, training assignment to program level-appropriate tasks.
- **Counseling** = A first step disciplinary action; putting the student on notice that performance is unacceptable.
- **Disciplinary Action** = Punitive deterrent to cause student to refrain from undesired behavioral choices.

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OPPORTUNITY 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 three times per 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.

- **Curriculum Evaluations** which are included with each course, theory and clinical.

- **Clinical Site Evaluations** for each clinical experience.

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

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 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 EBP paper when they are readmitted to NURS 210. Repeating students should meet with their instructor 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:
  - Student must review the Plagiarism Library Guide on BTC Library website and complete all of 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):
o Student will receive a zero “0” for the assignment; and
o 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.

PROFESSIONAL BEHAVIOR/STUDENT CODE OF CONDUCT

The following may be grounds for dismissal from the program in accordance with the BTC Student Code of Conduct:

• 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.

PROFESSIONAL BOUNDARIES

Your professional role at Bellingham Technical College is “student nurse”. Students in the Nursing Program must function in the role of student nurse in all clinical settings. As a student, you are not allowed to perform skills from your present job or previous certifications in the clinical setting. You will always function under the guidance of the nursing instructor or nursing preceptor. For your protection and your client’s safety, you may not perform skills before they are covered in the Nursing Program, regardless of your previous experience, unless under direct supervision of your clinical instructor.

To become friends with clients and their significant others you meet in the Nursing Program is non-therapeutic. Clients are vulnerable during treatment and a new social relationship with a professional person will create added problems for them. If a client asks for your personal information such as address, phone number, or email address, DO NOT GIVE IT OUT, instead explain respectfully and encourage the patient to seek out his or her own support system. Under no circumstances will a student transport a client in their own car or ride in the client car. If you encounter a friend or relative on the unit where you are assigned, please inform the staff and your instructor so you may receive assistance in dealing with the situation, a determination will be made if you need to be moved to another unit. Please see the NCSBN guidelines regarding professional boundaries: https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf.

Additionally, as a student nurse at Bellingham Technical College, you are required to maintain professional boundaries with clients and clinical site employees. This includes the use of all forms of electronic communication, online social networking, and texting (see guidelines for social media at https://www.ncsbn.org/2930.htm )

To be professional, you must be able to objectively evaluate your own strengths and weaknesses and demonstrate initiative for furthering your own learning. You must also accept and profit from constructive criticism and past experiences and be able to adapt to various situations.
PROFESSIONAL CONDUCT STANDARDS
The nursing faculty of Bellingham Technical College believes that standards of professional conduct are an inherent part of professional socialization and expect students enrolled in the Nursing Program to adhere to the standards.

Professional conduct standards include:

- **Confidentiality** - respects the privacy of clients and respects privileged information;
- **Accountability** - is answerable for one’s actions; answers to self, the client, the profession, the Nursing faculty, the clinical facility and Bellingham Technical College;
- **Responsibility** - executes duties associated with the student nurse’s particular role;
- **Agency’s Policies and Procedures** - reads and adheres to the agency policies and procedures;
- **Honesty** - practices fairness and straightforwardness of conduct; displays moral excellence and truthfulness;
- **Punctuality and Promptness** - is on time for classroom and clinical assignments;
- **Dependability** - is trustworthy and reliable;
- **Respect** - treats others with consideration and courtesy;
- **Professional appearance** - adheres to the established dress code in all clinical and professional activities;
- **Professional boundaries** - maintains professional relationship with clients;
- **Ethical** - adheres to the Nurse’s Code of Ethics;
- **Legal** - operates within the standards of practice related to the student nurse role;
- **Safety** - prevents or minimizes risks for physical, psychological, or emotional jeopardy, injury, or damage.

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);
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 (instructor or preceptor). WAC 246-874-070

Evaluation of Medication Administration Competency
Students will be evaluated each quarter of the Nursing Program to determine medication administration proficiency by the use of 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 instructor 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 and 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.

SHARPS SAFE 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. Fourth quarter (NURS 215) 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.

STUDENT UNIFORM
The clinical uniform policy is strictly enforced. Students will wear the uniform selected by the school and a picture ID name badge which identifies them as members of the Nursing Program and Bellingham Technical College. Students are also required to wear the student badge hanger identifying their level of
practice. Name badge hangers will be checked out to students by their primary instructor prior to clinical and must be returned at the end of the quarter or program. Students are encouraged to refrain from wearing their uniform outside of the clinical area.

All nursing students will present a clean, neat, professional image. The faculty maintains the right to prescribe certain reasonable standards of dress and appearance of our students. These standards have been established to assure the safety of students and patients, infection control, and to maintain a professional appearance consistent with the expectations of employers. Dress code guidelines are established to define appropriate dress and appearance standards in respects to the community we serve.

**STUDENT UNIFORM REQUIREMENTS:**

- Caribbean blue uniform “scrub” top and pant (no jeans or leggings) with the BTC nursing logo patch on the right chest. Scrubs must not have non-Caribbean blue colored piping or detailing. Scrub tops should be modest. If the top is low cut or loose around the neck, an undershirt should be worn.
- Pants must not touch the floor and skirts should be at knee length with neutral-colored or white tights or white socks. 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 must be clean, in good repair, and consistent with safety requirements and appropriate for the work setting and caregiver responsibilities. Shoes should be impermeable/water resistant, closed heel and toe, and non-skid. Open-heeled, open-toed clogs or sandals are not permitted. Choose shoes that are comfortable, easily maintained and cleaned. Solid black shoes are preferred.
- 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.
- **NAME IDENTIFICATION:** A name badge is available to all students free of cost through the ASBTC. Students are expected to wear their name badge at all times when in uniform, on field trips, or community assignments. The BTC name badge must be for the current academic year. Certain clinical affiliates may require students to purchase and wear a site-specific name badge when attending clinical 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:** Students will be required to have 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 while in uniform.
- **HAIR:** Hairstyle and facial hair length and color must not interfere with work being performed and is within reasonable and professional standards. Hair should be worn as not to interfere with patient care or safety or present the possibility of food contamination or infection transmission. Specifically, hair, beards, mustaches and/or other facial hair is to be clean and neatly groomed and off the collar. Hair must be confined at the back of the neck with a non-decorative clasp, or confined to the back of the head, so that it does not fall forward while working with clients. Hair should be contained off the face and the eyes. Beards and mustaches are permitted if they are short, neatly trimmed, and will not interfere with a facemask or respirator. Clean-shaven men are expected to shave daily. Hats should not be worn.
- **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 gold or silver post earrings (less than 1/2 cm) shall be worn during clinical practicum experiences. No ornamentation beyond what is stated above is allowed.

- Visible body adornments including, but not limited to, body piercings, tattoos and excessive jewelry are not acceptable if the adornment(s) detract(s) from the comfort level and safety of patients, staff, and other caregivers at a clinical affiliate site.

- **BODY ART (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.

- **PIERCING:** Jewelry worn in visible body piercings are acceptable as long as they do 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.

- **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 instructor and will receive no credit for that day.

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

**TUBERCULOSIS SCREENING**
All students must submit proof of negative TB status per the clinical site requirements. Students with Bellinghamtechcompliance.com clinical requirements trackers must upload current proof of negative TB status to and have it accepted by Complio. Students without Bellinghamtechcompliance.com trackers are required to submit proof to the Nursing Program. 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.

- 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.

**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
      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.


**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;
      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 Program

CONTRACTS, AGREEMENTS & FORMS
NURSING PROGRAM
CONTACT INFORMATION

NAME: ________________________________________________

MAILING ADDRESS: ____________________________________________

Street Number

City                 State                 Zip Code

PHONE: ________________________________________________

Text okay?  Yes   No

EMAIL: ________________________________________________

The College may use this information to publish a class contact list for use by other nursing students and nursing faculty/staff only.

YES ☐     NO ☐

EMERGENCY CONTACT INFORMATION:

Name of emergency contact: ____________________________________________

Relationship: ______________________

Phone: ____________________________________________

Text okay?  Yes   No

Email: ____________________________________________
NURSING PROGRAM
CLASSROOM RECORDING AGREEMENT

Student Name (print): ______________________________

The creation of a safe learning environment is important to us at Bellingham Technical College. To help students feel secure in the midst of emerging technology, a policy for electronic recordings is necessary. 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 the law when using these resources.

The student must sign the pledge before lectures can be recorded. It is the responsibility of the student to notify faculty that they may be recording the lectures.

SUMMARY OF KEY POINTS

- Student must ask permission of faculty before each occurrence of recording in classroom or lab occurs.
- All students in the class as well as guest speakers will be informed by the instructor that permission was 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 online groups, etc.), 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 agreement may subject a student to disciplinary action.
- Students are encouraged to ask faculty or dean for clarification of this policy.

Student Signature: _______________________________ Date: ____________________

Original: Student File Copy: Student
I, ____________________________________________, hereby give my permission in
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: ____________________________________________

I certify that I am the legal parent/guardian of the child being photographed and give permission to BTC.

Mission: Bellingham Technical College will deliver superior professional technical education for today’s needs and tomorrow’s opportunities.

Bellingham Technical College provides equal opportunity in education, employment, and access to all persons.
Inquiries regarding compliance with access, equal opportunity and/or grievance procedures should be directed to
Human Resources, ADA, Affirmative Action, and EEO Officer, in Rm.101B, College Services Building, 360.752.8354.
NURSING PROGRAM
STATEMENT OF UNDERSTANDING

Student Name (print): ____________________________________________

I certify that I have read and understand the Bellingham Technical College (BTC) Nursing Program Student Handbook. I also understand that Bellingham Technical College Nursing Program reserves the right to change the Nursing Program Student Handbook at any time and that the current copy of the Nursing Program Student Handbook supersedes any and all prior handbooks issued by the BTC Nursing Program.

I understand that is my responsibility to comply with the policies contained within the Bellingham Technical College Nursing Program Student Handbook and any revisions made to it. I understand that my failure to comply with the policies contained within this handbook may result in my dismissal from the BTC Nursing Program.

I understand that my instructor will provide a detailed syllabus at the beginning of every quarter and that this may include minor updates and/or more detailed information than is provided in the program handbook.

Students accepted to the BTC Nursing Program are required to sign this statement; any questions should be directed to the Nursing Director. The current copy of the Nursing Program Student Handbook will be posted on the Nursing Program Canvas Homepage.

Signature ____________________________________________ Date________________________

Original: Student File Copy: Student
NURSING PROGRAM
FERPA RELEASE FOR 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, ________________________________ (PLEASE PRINT FULL NAME) hereby authorize Bellingham Technical College 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)
NURSING PROGRAM
HEALTH STATUS REPORT

Students download this form from Complio, have it completed by their healthcare provider, and upload it to Bellinghamtechcompliance.com. Form is included in Handbook for informational purposes only.

Student name (print): ________________________________ Date: ________________________________

PHYSICAL EXAMINATION
The nursing curriculum requires students to engage in a variety of specific experiences fundamental to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to perform the functions of a student nurse. These essential qualifications ensure safety for patients and are required for student participation in the nursing program at Bellingham Technical College.

To demonstrate that a student has met the essential qualifications students are required to complete a physical exam within 6 months of beginning nursing clinical rotations or any time after a major change in health status, such as surgery or childbirth. Essential qualifications include (but are not be limited to) the following:

MOTOR SKILLS
- Demonstrate sufficient motor function to be able to execute movements required to provide general care and treatment to clients in all healthcare settings. Such as crouching, grasping, pulling and pushing with 25lbs of force, lifting up to 50lbs, stooping, reaching, standing for long periods, and walking several miles in an 8-hour shift.
- Perform basic life support, including CPR, and function in an emergency.

SENSORY/OBSERVATION
- Observe a client accurately, at a distance and nearby, and observe and appreciate non-verbal communications when performing nursing assessment and interventions such as when administering medications.
- Perceive changes in condition through physical assessment where information is derived from observation of the body surfaces and auditory information (client voice, heart tones, bowel and lung sounds).

COMMUNICATION
- Communicate effectively in oral and written forms, in English with patients, faculty, and healthcare team members.
- Hear sounds at a normal range including the ability to receive dictated information.

BEHAVIORAL/EMOTIONAL HEALTH
- Emotional health required for the full utilization of intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the nursing care of clients and families.
- Emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.

Student has met the Essential Qualifications of nursing students. ☐ YES ☐ NO
If essential qualifications are not met, please explain: __________________________________________

Are there any health problems or limitations that may interfere with the student’s ability to complete academic or clinical assignments? ☐ YES ☐ NO
If yes, please explain: __________________________________________

Print Name of MD, NP, DO or PA ________________________________ Signature of MD, NP, DO or PA ________________________________
Students are required to electronically sign this form through Bellinghamtechcompliance.com. Form is included in Handbook for informational purposes only.

Disclosure and Authorization Form

As part of the application process for enrollment, acceptance and/or continuing participation in educational programs at (“the School”), the School and/or its agents may obtain information about you from a consumer reporting agency. Thus, you may be subject to a “consumer report” and/or an “investigative consumer report” which may include, but is not limited to information about your character, general reputation, personal characteristics and/or mode of living, employment history, work experience, work performance, criminal history records, sexual offender’s lists, motor vehicle records, military records, educational verification, license verification, credit history, government exclusion lists, OIG, GSA, FBI fingerprinting, and drug testing or other background checks. You have the right, upon written request made within a reasonable time after receipt of this notice, to request disclosure of the nature and scope of any investigative consumer report. You also may request a written summary of Your Rights Under the Fair Credit Reporting Act, a copy of which is attached to this form. The scope of this notice and authorization is all-encompassing, however, allowing the School to obtain from any individual or entity all manner of consumer reports and investigative consumer reports now and throughout the course of your enrollment to the extent permitted by law.

I hereby authorize and give my written instructions for the obtaining of “consumer reports” and/or “investigative consumer reports”, by the School and/or any health care facilities where I may be placed, at any time after receipt of this authorization and throughout my enrollment, if applicable. To this end, I hereby authorize, without reservation, any individual or entity to furnish any and all background information requested by American DataBank, 110 Sixteenth St., 8th Fl., Denver, CO 80202, 1-800-200-0853, or another outside organization acting on behalf of the School and/or a health care facility where I may be placed. I also certify that all information provided on my application, including this form, is correct to the best of my knowledge. Any false statements provided will be considered just cause for denial of participation and/or acceptance.

If I elect to use American DataBank’s Complio software platform to initiate a sharing of part or all of my consumer report information with a third party, I confirm and agree that such sharing will be deemed made by me, and not by American DataBank, the same as if I had emailed the information to the third party.

Upon request, American DataBank will supply a copy of my report and my rights under the Fair Credit Reporting Act. Requests may be directed to: American DataBank, 110 16th Street 8th Fl. Denver, CO 80202 or by contacting us at 1-800-200-0853.

I understand that if I am requesting a background report in connection with employment, promotion, reassignment or retention as an employee, then I should not complete this form and should instead contact American DataBank and follow a different procedure.

Print Last Name ___________________________ First Name ___________________________ Middle ___________________________

Other Names/Alias ___________________________

Social Security* # ___________________________ Date of Birth* ___________________________

Present Address ___________________________

City/State/Zip ___________________________

Phone Number: ___________________________

Email Address: ___________________________

Signature: ___________________________ Date: ___________________________

*This information will be used for background screening purposes only and will not be used as decision criteria.

American DataBank’s privacy policy can be found at www.american databank.com/privacypolicy.aspx.
NURSING PROGRAM
CONSENT REQUIRED FOR PARTICIPATION IN CLINICAL ROTATIONS

Students are required to electronically sign this form through Bellinghamtechcompliance.com. Form is included in Handbook for informational purposes only.

Consent Required for Participation in Clinical Rotations

As part of our curriculum, you will have an opportunity to gain practical, hands-on experience through a training/observation program with one of the clinics where we (i.e. your school) place our students. At times, these clinical sites request that we provide them with certain health and/or background information as a condition for your participation in the rotation.

Accordingly, by means of this Consent, we request your permission to disclose, directly or through our agents, any of your records maintained by us, including personally-identifiable health and medical information and any information received by us in connection with your background investigations, to the group of clinics, hospitals, health care organizations, audition agencies and other entities with whom we do business for the purpose of placing you in a clinical program.

Should any portion of your record be deemed by you to be incorrect, or if the disclosure of such would be considered a breach of personal privacy, you may request removal of such information by submitting a written notice describing the items you want removed from your records. Please note however that certain clinical programs require the disclosure of certain information and if you do not provide consent for the disclosure of such information the University will not be able to place you in such clinical sites.

I hereby consent to the disclosure of my information and records for the purposes stated above.

______________________________________________
Applicant Signature

______________________________________________
Date
NURSING PROGRAM
INFORMED CONSENT FOR COURSEWORK REQUIRING HUMAN SUBJECTS

Students are required to electronically sign this form through Bellinghamtechcompliance.com. Form is included in Handbook for informational purposes only.

Student name (print): _______________________________

The use of human subjects for educational purposes carries with it the responsibility to protect the rights, well-being, and personal privacy of individuals; to assure a favorable climate for the acquisition of skills and the conduct of academically oriented inquiry; and to protect the interests of Bellingham Technical College. This course involves classroom or laboratory activities where learning by students requires the use of fellow students as part of training procedures and/or demonstrations.

I am aware that in and during the classroom and lab experience, in which I am participating under the arrangement of Bellingham Technical College, certain risks may occur. These risks may include, but are not limited to, the following:

• Mild discomfort
• Allergic reactions
• Back strain
• Exposure to blood borne pathogens
• Needle punctures

Benefits Analysis:
I fully understand that in order to be successful in my field of study, I must practice the required procedures for that area. In doing so, I fully accept responsibility for my actions. I also understand that in using fellow students as “human subjects,” as well as allowing myself to be used in the same manner, I am participating in a learning experience that is an integral part of my coursework, in order to show proficiency of necessary skills and to gain an understanding of empathy for future patients undergoing these procedures.

Important:
Proper infection control guidelines and safety measures will be observed during the practice and performance of all procedures. Any questions you may have concerning these procedures can be directed to the course instructor. You are free to withdraw from participation at any time. Students, who choose not to participate as a human subject, nor accept an alternative activity, will not be able to complete the coursework successfully.

As a participant in a Bellingham Technical College Health Occupations course or program, I am aware of the possible risks and discomforts, benefits, and appropriate alternative incident to my voluntary participation. I agree to abide by the policies and procedures of Bellingham Technical College and the instructor of the course as it relates to my participation in this course/program. I have made the instructor aware of any pre-existing condition (e.g., seizure disorder, diabetes, hemophilia, physical limitations, etc.) that may put myself or others at risk through my participation. I further agree that I have read and understood the terms of the agreement, and that I sign the agreement as of my own free act.

Student Signature: _______________________________ Date: __________
NURSING PROGRAM
CONFIDENTIALITY AGREEMENT

Students are required to electronically sign this form through Bellinghamtechcompliance.com. Form is included in Handbook for informational purposes only.

Student name (print): ________________________________

The Nursing student has access to information regarding clients in a variety of healthcare facilities. The systems employed for confidential communication are verbal, paper, and computer. In order to maintain access to information, it is essential that students obey all rules regarding confidential information. Violations of this policy may include, but are not limited to:

- Accessing information that is not within your scope as a student;
- Misusing, disclosing without proper authorization, or altering patient information;
- Using another person’s sign-on code and/or password for accessing electronic or computerized records;
- Leaving client data in an unsecured area;
- Removing copies of legal documents from the clinical facility.

My signature below acknowledges that I will maintain the client’s right to privacy and that failure to comply could be grounds for dismissal from the program in accordance with Nursing Program Student Handbook and the Student Code of Conduct.

Student signature: ________________________________ Date: ________________
NURSING PROGRAM
MEDICAL POLICY STATEMENT OF
AGREEMENT

Students are required to electronically sign this form through Bellinghamtechcompliance.com. Form is included in Handbook for informational purposes only.

Student name (print): __________________________________________

I am aware that, during the clinical lab experience in which I am participating under the arrangements of Bellingham Technical College, certain dangers may occur, including, but not limited to, the following:

- Abrasions and cuts
- Back strain
- Infectious conditions (e.g. Hepatitis, H.I.V., and T.B.)
- Needle punctures
- Allergic reactions
- Complications of pregnancy
- Physical violence by clients

In consideration of and as part payment for the right to participate in this clinical laboratory experience and the other services of Bellingham Technical College, I have and do hereby assume all the risks involved and will hold the Bellingham Technical College, its employees, agents, and assigns harmless from any and all liability actions, causes of action, debts, claims, and demands of every kind and nature whatsoever that may arise from or in connection with participation in any activities arranged for me by Bellingham Technical College. The terms thereof shall serve as a release and assumption of risk for the heirs, executors, administrators, and members of my family, including minors.

By my signature on this document, I acknowledge that I have been informed and further that I understand that I should have either personal health insurance prior to enrolling in this program or that I should enroll in student health insurance. I understand I do not qualify for Worker’s Compensation if I am injured while at clinical. By signing below I confirm that I will be in compliance and maintain one of the following while enrolled in nursing clinical courses.

Please check one of the boxes below indicating your current health insurance status.

☐ Personal Health Insurance

☐ Student Health Insurance*

*Student Health Insurance needs to be renewed each quarter before start of clinical rotations.

Signature: ___________________________ Date: ________________
Students are required to electronically sign this form through Bellinghamtechcompliance.com. Form is included in Handbook for informational purposes only.

Student’s Name (print):______________________________________________

Fiction Contract
The Bellingham Technical College Nursing Program faculty and staff make every attempt to create a realistic clinical-like setting in the Simulation Lab within the limitation of the current technology and available equipment and supplies. During your participation in the scenarios you will encounter high, medium and low fidelity patient simulator manikins. Given the limitations of these manikins and equipment, the faculty and staff will do their best to make the simulation seem as real as possible. For your part, you will enhance your learning during the simulation scenario if you suspend your disbelief and conduct yourself as you would in the clinical setting. To the extent that you are able, you should interact with and treat the patient simulator manikins and fellow students as if they are real patients/family members/members of the healthcare team. During the scenarios, the faculty and staff will take their roles very seriously and ask that you do the same. Time spent in the Sim Lab is clinical time and all participants should treat this time with all the seriousness that you would any clinical setting.

Confidentiality Agreement
During your participation in scenarios in the BTC Simulation Lab you will be an observer to the performance of other nursing students managing situations that are intended to be challenging. Due to the unique aspects of simulation education you are asked to maintain confidential all information regarding the performance of your fellow students and the details of the scenarios. As a nursing student you understand the significance of confidentiality of information regarding patients, real or simulated, and will uphold the requirements of HIPPA while in the Sim Lab. Breaching confidentiality not only shows your lack of HIPPA understanding but can also negatively affect your classmates’ learning during simulation scenarios.

Audiovisual Recording Understanding
Recordings are made during simulation scenarios for the purpose of facilitating learning and the debriefing process. These recordings are stored in a secure manner and will not be made available to anyone outside Bellingham Technical College without additional written approval of the participants. Students should be mindful of each other’s feelings when reviewing recorded simulation scenarios and act professionally.

I have read all of the above and agree to the terms outlined in the Confidentiality Agreement and I am hereby informed that there will be audiovisual recordings made of myself and my classmates participating in simulation scenarios and furthermore I agree to conduct myself in the manner outlined in the Fiction Contract for the duration of my time in the Bellingham Technical College Nursing Program.

Student signature:____________________________________________________ Date:____________________
HEALTHCARE EXPERIENCE VERIFICATION FORM

This form is required for admission to the Full-Time and PN Cert option of the Nursing Program and is included in Handbook for informational purposes only.

Bellingham Technical College requires applicants to the Associate Degree Nursing DTA/MRP program to have healthcare experience. Experience in healthcare may be demonstrated by certification or training in an Allied Healthcare Field* or other experience to be evaluated on a case by case basis. The nursing program will review and either approve or deny an applicant’s healthcare experience.

**This form must be approved prior to applying to the Nursing program!**

Submit completed form to the Nursing Program by one of the following methods: email to nursing@btc.edu OR in-person to Haskell Center 206 OR by mail to BTC Nursing Program, 3028 Lindbergh AVE #HC 206, Bellingham, WA 98225.

Students will be notified by email when Nursing Program evaluation is complete.

**Student Full Name**
(please print):

List any previous names:

<table>
<thead>
<tr>
<th>SID:</th>
<th>Date of Birth:</th>
<th>Phone Number:</th>
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**Email Address:**

**Type of Healthcare Experience (choose only one of the following):**

- [ ] Certification in Allied Healthcare Field: attach printout from the Washington State Dept. of Health (DOH) website
  
  PDF scans or paper copies only. JPG files and photos will not be accepted.

  Credential Type: ___________________________  Credential #: ___________________________
  State/Jurisdiction: ___________________________  First Issue Date: ___________________________
  Credential Status: ___________________________  Date: ___________________________
  Last Issue Date: ___________________________  Expiration Date: ___________________________

- [ ] Training in an Allied Healthcare Field: attach unofficial transcripts as proof of successful completion of training
- [ ] Other: attach a written explanation of 500 words or less detailing how your experience meets the requirements

  *Allied healthcare fields include but are not limited to: Nursing Assistant, Medical Assistant, Paramedic, Emergency Medical Technician, Radiology Technologist, Surgical Technologist, Home Care Aid, Emergency Medical Responder, or Healthcare Specialist.*

**Student Signature:** ___________________________  Date: ___________________________

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<th>For Official Use Only</th>
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<td>[ ] No Enforcement Action Taken</td>
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<tr>
<td>Nursing Program Representaive Signature Date</td>
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</table>
This form is required for admission to the Nursing Program LPN-RN option and is included in Handbook for informational purposes only.

Bellingham Technical College requires applicants to the Associate Degree Nursing DTA/MRP program to have healthcare experience. For students applying to the LPN-RN program option healthcare experience may only be demonstrated by proof of having worked as a Licensed Practical Nurse (LPN) for a minimum 1,000 hours in the last five years. The nursing program will review and either approve or deny an applicant’s healthcare experience.

This form must be approved prior to applying to the Nursing program!

Students will be notified by email when Nursing Program evaluation is complete.

Submit completed form to the Nursing Program by one of the following methods: email to nursing@btc.edu OR in-person to Haskell Center 206 OR by mail to BTC Nursing Program, 3028 Lindbergh Ave #HC 206, Bellingham, WA 98225.

TO BE COMPLETED BY STUDENT:

Student Full Name (please print):

List any previous names:

SID: ____________________________ Date of Birth: __________ Phone: ____________________________

Email Address: ________________________________________________________________

Student Attestation: I have met the Continuing Competency Requirements for LPN licensure in Washington State per WAC 246-840-203. By my signature, I attest that the above statements are true.

Student Signature: ____________________________________________ Date: __________

TO BE COMPLETED BY THE EMPLOYER:

Company/Agency Name: ________________________________________________

Company/Agency Phone: ________________________________________________

Company/Agency Address: ________________________________________________

Dates of Employment: ____________________________ Number of Hours Worked: __________

Supervisor or Human Resources Representative:

Signature: ____________________________________________ Date: __________

Print Name: ________________________________

For Official Use Only

☐ No Enforcement Action Taken ☐ Approved by Nursing Program ☐ Denied by Nursing Program

Nursing Program Representative Signature Date