Bellingham Technical College
Nursing Department
Student Handbook

2026-2027

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

All BTC Nursing Programs are approved by the Washington State Board of Nursing (WABON) and the Washington State Board for Community and Technical Colleges (SBCTC).

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

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

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Letter to Students

Dear Nursing Student,

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

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

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

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Nursing Department History

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

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

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

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

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

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

Nursing Department Mission, Vision, and Goals

Fall 2024 Advisory Committee reviewed and approved.

Mission Statement

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

Vision Statement

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

Philosophy of Nursing

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

Nursing Department Goals

In accordance with Bellingham Technical College's values, the Nursing Department has established the following values:

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

Conceptual Framework

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

The nautilus shell has been the symbol for BTC's Nursing Department for many years. The nautilus shell's symbolism depicts the conceptual framework for pre-licensure nursing. Just as the nautilus shell's spiral walls and chambers represent growth, strength, and adaptability, our framework embodies the progressive development of nursing students. The spiraling path signifies the journey from foundational concepts to advanced knowledge, mirroring the process of students moving through the curriculum. The expanding chambers symbolize the continual acquisition of skills, insights, and expertise, akin to the nurse's evolving competence. Just as the nautilus creates larger chambers as it grows, our students accumulate deeper understanding, preparing them for the complexities of healthcare. This framework encapsulates the enduring growth, unwavering resilience, and lifelong learning that define the nautilus and our aspiring nurses.

Career Mobility

At Bellingham Technical College, we are dedicated to offering multiple pathways for students who are interested in the nursing profession. For those new to nursing, we offer two options to begin their education - the RN degree program or

the Practical Nursing certificate program. For already licensed Practical Nurses (LPNs), the Nursing Program at BTC is designed to support their academic progression to complete their associate degree and sit for licensure as Registered Nurses. Per the Washington State Nursing Articulation agreement, we follow a career-ladder approach to nursing education and offer both full-time and part-time options to cater to our students' needs. Our graduates can continue their education through the Bachelor of Science in Nursing (BSN) program, as we have agreements with baccalaureate programs. Many of our graduates choose to pursue higher degrees, such as Master's in Nursing (MN) and Advanced Practice Registered Nurse (APRN) degrees in diverse settings.

Nursing Department Technical Standards

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

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

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

Assessment and Observational Ability

Nursing students must be able to:

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

Communication Ability

Nursing students must be able to:

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

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

Motor Abilities

Nursing students must be able to:

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

- Enable the completion of several miles of travel within the clinical facility during an 8-12 hour shift, with accommodations for individuals using mobility aids or alternative modes of transportation.

Cognitive, Conceptual, and Quantitative Abilities

Nursing students must have the capacity to:

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

Behavioral and Social Attributes

Nursing students must be able to:

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

Professional, Legal, and Ethical Conduct

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

Student nurses must be able to:

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

Student in Good Standing

A *student in good standing* is one who meets all nursing program requirements for academic performance, clinical competence, professional conduct, attendance, and compliance (e.g., health and certification requirements).

Students must maintain required grades, demonstrate safe clinical practice, and follow all program and institutional policies. Failure to meet these standards may result in probation or dismissal.

Registered Nursing End of Program Student Learning Outcomes

BTC Theme	BTC College Outcome	Nursing Program End-of-Program Student Learning Outcome	In Practice, this means…	QSEN Competency
Career Readiness	Demonstrate industry partnership skills and standards for employment or further education.	Demonstrate safe nursing care.	Providing nursing care that protects patients, oneself, and the healthcare team by recognizing safety risks, following established protocols, escalating concerns when patient conditions change, and using clinical judgment to prevent harm.	Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
Cultural Responsiveness	Support and contribute to a diverse, inclusive, and welcoming learning environment.	Identify culturally competent techniques to promote resilience in self and others.	Recognizing how culture, identity, and lived experience influence coping and resilience, and applying culturally responsive strategies to support patients, families, colleagues, and oneself in stressful or challenging situations.	Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Communication	Produce and exchange clear and concise ideas and information in a variety of ways.	Utilize therapeutic communication across a variety of settings.	Communicating clearly, respectfully, and therapeutically with patients, families, healthcare team members, faculty, and peers while adapting communication approaches to different clinical settings, learning environments, patient needs, and professional roles.	Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
Collaboration	Work productively and professionally in teams.	Model integrity through ethical and professional behaviors.	Demonstrating honesty, accountability, and professional judgment by adhering to ethical and professional standards, maintaining appropriate boundaries, and taking responsibility for decisions and actions in clinical and academic settings.	Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Critical Thinking	Analyze and critique information and apply decision-making strategies to solve problems.	Effectively implement the nursing process.	Using assessment, planning, intervention, and evaluation to guide clinical decision-making, prioritize patient needs, and adjust care based on patient responses, evidence, and clinical judgment.	Evidence-based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Practical Nursing End of Program Student Learning Outcomes

BTC Theme	BTC College Outcome	Nursing Program End-of-Program Student Learning Outcome	In Practice, this means…	QSEN Competency
Career Readiness	Demonstrate industry skills and standards needed for employment or further education.	Demonstrate safe nursing care under the supervision of the registered nurse.	Providing safe nursing care under the direction of the registered nurse by recognizing safety risks, following established protocols, reporting changes in patient condition, and performing assigned nursing interventions within the practical nurse scope of practice.	Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
Cultural Responsiveness	Identify and convey the value of diversity and inclusiveness for the workplace and community.	Identify culturally competent techniques to promote resilience in self and others.	Recognizing how culture, identity, and lived experience influence coping and resilience, and using culturally responsive approaches to support patients, families, colleagues, and oneself within the practical nurse role.	Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Communication	Produce and exchange ideas and information clearly and concisely.	Utilize therapeutic communication across a variety of settings.	Communicating clearly, respectfully, and therapeutically with patients, families, healthcare team members, faculty, and peers while adapting communication approaches to different clinical settings, learning environments, patient needs, and assigned roles.	Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
Collaboration	Work productively and professionally with others.	Model integrity through ethical and professional behaviors.	Demonstrating honesty, accountability, and professionalism by following ethical and professional standards, maintaining appropriate boundaries, and taking responsibility for actions within the practical nurse scope of practice in clinical and academic settings.	Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Critical Thinking	Analyze and critique information and apply decision-making strategies to solve problems.	Effectively implement the nursing process.	Participating in the nursing process by contributing to assessment, implementing planned nursing interventions, observing and reporting patient responses, and supporting evaluation of care under the direction of the registered nurse.	Evidence-based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Degree Pathways and Program Options

Degree Pathways

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

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

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

RN Core Curriculum

Full-time

Quarter 1

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

Quarter 2

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

Quarter 3

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

Quarter 4

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

Quarter 5

Prefix	Number	Course Title	Credits
NURS	220	Complex Health Concepts	4

NURS	225	Complex Health Concepts- Clinical Lab	6
NUTR	220	Nutrition in Healthcare V	1
PSYC	220	Psychosocial Issues in Healthcare IV	1

Quarter 6

Prefix	Number	Course Title	Credits
NURS	230	Professional Nursing Concepts	3
NURS	235	Professional Nursing Concepts- Clinical Lab	6
PHIL	230	Ethics and Policy in Healthcare III	3

DTA/MRP Associate Degree in nursing	Credits
Total Program Core Credits	75
Total Prerequisite/Foundational Course Credits	60
Total Degree Credits	136

Part-time

Quarter 1

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

Quarter 2

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

Quarter 3

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

Quarter 4

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

Quarter 5

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

Quarter 6

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

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

Prefix	Number	Course Title	Credits
NURS	210	Acute Health Concepts	5
NUTR	210	Nutrition in Healthcare IV	1
PHIL	210	Ethics and Policy in Healthcare II	1
NUTR	110	Nutrition in Healthcare I	1
PHIL	110	Ethics and Policy in Healthcare I	1

Quarter 8

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

Quarter 9

Prefix	Number	Course Title	Credits
NURS	220	Complex Health Concepts	4
NUTR	220	Nutrition in Healthcare V	1
PSYC	220	Psychosocial Issues in Healthcare IV	1
NUTR	120	Nutrition in Healthcare II	1
NUTR	130	Nutrition in Healthcare III	1

Quarter 10

Prefix	Number	Course Title	Credits
NURS	225	Complex Health Concepts- Clinical Lab	6
PSYC	130	Psychosocial Issues in Healthcare III	2

Quarter 11

Prefix	Number	Course Title	Credits
NURS	230	Professional Nursing Concepts	3
PHIL	230	Ethics and Policy in Healthcare III	3
PSYC	110	Psychosocial Issues in Healthcare I	1
PSYS	120	Psychosocial Issues in Healthcare II	1

Quarter 12

Prefix	Number	Course Title	Credits
NURS	235	Professional Nursing Concepts- Clinical Lab	6

Part-Time DTA/MRP Associate Degree in Nursing	Credits
Total Program Core Credits	75
Total Prerequisite/Foundational Course Credits	60
Total Degree Credits	135

LPN-DTA/MRP Associate Degree in Nursing	Credits
Total Program Core Credits	45
Total Prerequisite/Foundational Course Credits	90
Total Degree Credits	135

Practical Nursing (PN)

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

PN Core Curriculum

Full-time

Quarter 1

Prefix	Number	Course Title	Credits
NURS	113	PN Introduction to Health Concepts	4
NUTR	113	PN Nutrition in Healthcare I	1
PHIL	113	PN Ethics and Policy in Healthcare I	1
PSYC	113	PN Psychosocial Issues in Healthcare I	1
NURS	114	PN Introduction to Health Concepts- Clinical Lab	6

Quarter 2

Prefix	Number	Course Title	Credits
NURS	123	PN Health and Illness Concepts 1	5
NUTR	123	PN Nutrition in Healthcare II	1
PSYC	123	PN Psychosocial Issues in Healthcare II	1
NURS	124	PN Health and Illness Concepts 1- Clinical Lab	6

Quarter 3

Prefix	Number	Course Title	Credits
NURS	133	PN Health and Illness Concepts 2	3
NUTR	133	PN Nutrition in Healthcare III	1
PSYC	133	PN Psychosocial Issues in Healthcare III	2
NURS	134	PN Health and Illness Concepts 2- Clinical Lab	6

Part-time

Quarter 1

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

Quarter 2

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

Quarter 3

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

Quarter 4

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

Quarter 5

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

Quarter 6

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

Practical Nursing Certificate	Credits
Total Program Core Credits	38
Total Prerequisite/Foundational Course Credits	35
Total Certificate Credits	73

Prerequisite Foundational Courses

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

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

PREREQUISITE FOUNDATIONAL COURSES

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

LPN-RN only	Credits
Practical Nursing Transferred in Credits	30

Program Completion

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

Nursing Technician

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

RCW 18.79.340 Nursing Technicians

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

ii. Within the past sixty days and has received a determination from the secretary that there is good cause to continue the registration period, as defined by the secretary in rule.

2) No person may practice or represent oneself as a nursing technician by use of any title or description of services without being registered under this chapter, unless otherwise exempted by this chapter.
3) The commission may adopt rules to implement chapter 258, Laws of 2003.

RCW 18.79.350 Nursing Technicians — Nursing Functions.

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

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

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

d) Shall maintain documentation of the specific nursing functions the nursing technician is authorized to perform; and

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

RCW 18.79.370 Nursing Technicians — Registration Renewal.

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

Nursing Technician Approval Process

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

Employment While in the Program

It is strongly recommended by the faculty that full-time students only work one shift per week outside of school, and part-time students only work a maximum of three shifts per week. Students are prohibited from working the shift immediately before class or clinical as fatigue may affect safe performance. If a student comes to clinical within 10 hours of working a shift, they will be sent home. If a student's employment interferes with meeting the objectives of the Nursing Program, the faculty may recommend that they reconsider their working commitments.

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

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

Admissions

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

The requirements for admission to a Nursing Program Cohort differ from Bellingham Technical College's general admission requirements. Admission to the College and initiation of coursework to meet prerequisites can occur any quarter. Prerequisite foundational courses may be taken at another accredited institution and transferred to BTC before applying to the Nursing Program.

Admission requirements are based on analyzing the abilities needed to successfully enter a professional technical training program and graduate into the occupation for which it prepares them. The Nursing Department enters students using a separate admission process. The student must be admitted to a cohort before beginning the required nursing coursework. The BTC Nursing Department has separate application processes for admission to each program option.

Nursing Program Applicants

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

LPN-RN Applicants

Only Licensed Practical Nurses with active, unencumbered WA State licenses are eligible to apply.

Application Process

Applications to the Nursing Program will only be accepted during the application window. The BTC Nursing Department has separate application processes for admission to each program option. All program lists are confidential, and no information will be released to applicants regarding the length of the list, position on the list, or any other details. See the program website for the most current information on the application process: https://www.btc.edu/nursing.

Deferring Seat Offers

No deferral of offered cohort seats will be accepted. If the student is offered a seat and is unable to accept the seat, the student can choose to be placed at the bottom of the alternate list for the academic year applied for, or the student may reapply during the next academic year.

Healthcare Experience

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

Communication and Humanities Electives – Recommended Courses

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

Communications: Choose One

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

Humanities: Choose One

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

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

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

Advanced Placement

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

Program Requirements for Clinical Placement

Regardless of which program option cohort, students admitted to the Nursing Department must complete the Clinical Requirements Placement process. After the cohort seat has been offered and accepted:

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

Re-Entry & Transfer

Program Definitions:

Program refers to either the Practical Nursing (PN) Program or the Registered Nursing (RN) Program at Bellingham Technical College. Each program includes multiple pathway options:

- **RN Program pathways:** Full-Time RN, Part-Time RN, LPN-RN Advanced Placement
- **PN Program pathways:** Full-Time PN, Part-Time PN

Re-entry and program attempt limits apply to each program (RN or PN), regardless of the pathway.

Re-Entry Eligibility

Students who are unable to progress in the Nursing Program (for any reason, including academic, clinical, personal, or medical) may petition for re-entry on a space-available basis, provided the following conditions are met:

- The student has never re-entered the specific program option (RN or PN).
- The time since the student's last date of enrollment in the program does not exceed three years.
- The student meets all current program entry and clinical placement requirements.

Re-entry eligibility is not determined by prior faculty vote unless safety, conduct, or licensure concerns are present. Those concerns are addressed under separate policies.

Hardship Withdrawal Exception

Students who withdraw from the Nursing Program under an approved BTC Hardship Withdrawal process do not use one of their two allowed attempts at program completion. An approved hardship withdrawal is the only circumstance under which an unsuccessful attempt will not count toward the student's maximum attempts.

Re-Entry Process

1. Student initiates the re-entry request by meeting with the Student Support Specialist.
2. Student submits a completed Re-Entry Request Form, which includes:
    - The written Student Plan for Success.
3. The Nursing Program verifies eligibility based on policy criteria.
4. Eligible students are placed on the internal re-entry waitlist for the next available cohort at the appropriate curriculum entry point.
5. If offered a seat, students may defer re-entry as long as the three-year limit from their last date of enrollment has not expired.

Validation of Competency

Prior to re-entry, students may be required to demonstrate competency for the last successfully completed nursing course level. Competency validation requirements will be communicated by the Nursing Program at the time of re-entry processing.

Program Entry Requirements for Re-Entry Students

All re-entry students must meet current clinical placement requirements as outlined elsewhere in the Nursing Student Handbook.

Transfer Between Program Options

Students who wish to transfer between BTC Nursing Program options (RN ↔ PN) must complete the following:

1. Meet with the Student Support Specialist.
2. Submit a completed Transfer Request Form.
3. Program administration will review requests for eligibility and program alignment; transfer approvals are granted based on space availability, progression point, and licensure eligibility.

LPN-RN Advanced Placement

LPN-RN students seeking full-time RN advanced placement must have graduated from BTC's PN Certificate program (2019 or later).

Program Completion Limits

- Students may re-enter one time per program option.
- Students who are unsuccessful after re-entry are not eligible for additional attempts in that same program option.
- Students dismissed for safety, conduct, or licensure issues are subject to separate policies and are not covered under this re-entry policy.

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 to be reported to the Washington Board of Nursing (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, not meeting course outcomes, or unsafe clinical performance, the student must self-evaluate the source of the error and then meet with the Nursing Director to determine eligibility for reentry. Requirements for students not meeting program standards requesting reentry may include but are not limited to completing a Plan for Success, a detailed remediation plan as determined by program faculty, and approval by the Nursing Department. Additionally, students must meet the following requirements:

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

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

Process for Requesting Re-entry

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

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

3. Complete and submit a 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. The student will be contacted by the program through email and may request a meeting with the Nursing Support Specialist and/or Nursing Director.
6. Meet with the Nursing Support Specialist prior to reentering a cohort.

Once the Nursing Department has approved a request for reentry, 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 the time of exit, this request will be denied, and the student will be required to apply to enter the program from the beginning.

Competency Assessment

Any student requesting reentry, who has been out of the program for more than one quarter, may be required to take and pass a nursing skill assessment. This assessment is to ensure that the student is ready and capable to safely reenter the clinical phase of the program. Theory questions may be asked in relation to a skill to establish the applicant's understanding of content. The assessment of skills will be based on the last course successfully completed. The student is required to pass the skills competency testing with a minimum of 80% accuracy for all portions of the assessment, with the exception of dosage calculation portion, which requires 90% accuracy. One retake will be allowed to demonstrate proper medication administration technique and dosage calculation.

Transfer Students

External Transfer

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

Internal Transfer

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

Required Supplies and Materials

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

Required Texts

Title
The ATI Complete Package is the BTC Nursing Program's single-source textbook for all nursing courses. You do not need to buy this separately; it is included in your course fees!
Clinical Nursing Skills: A Concept-Based Approach Volume 3, 4th Ed.* [hardcopy]
Davis's Drug Guide for Nurses, 20th edition [hardcopy]
Schuster: Concept Mapping: A Clinical Judgment Approach to Patient Care, 5th Ed. [hardcopy]
Davis's Laboratory & Diagnostic Tests w/Nursing Implications, 9th Ed. [hardcopy]
Ackley & Ladwig's Guide to Nursing Diagnosis 7th ed. [hardcopy]
Longman's Dictionary [hardcopy]
8 ½ x 11 white board, double sided [not electronic]

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

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

Required Clinical Supplies

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

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

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

Student Uniform Requirements

- **Scrubs:** Caribbean blue uniform top and pants (no jeans or leggings) with the BTC nursing logo patch on the right chest. No colored piping or detailing. Scrub tops should be modest. An undershirt should be worn if the top is low cut or loose around the neck. Pants must not touch the floor, and skirts should be at least knee length with neutral-colored or white tights or white socks.
- **Jacket/Sweater:** A plain white, black, or Caribbean blue long or short-sleeve shirt may be worn under the uniform top. Only a clean, plain white, black, or Caribbean blue sweater (without zippers or hoods) may be worn over the uniform; no lab coats or "hoodies."
- **Shoes:** Impermeable/water resistant, closed heel and toe, non-skid, and in good repair. Open-heeled, open-toed clogs or sandals are not permitted. Choose shoes that are comfortable, consistent with safety requirements, easily maintained, and clean.
- **Professional Dress:** For clinical experiences that do not require a student uniform, the student will follow the dress code guidelines of the clinical agency. Professional street clothing may include dresses, skirts, or pants, provided these are in good repair, pressed, and represent conservative attire.
    - Specific clothing items that are generally inappropriate include, but are not limited to:
        - Any clothing that is stained, dirty, torn, sloppy, mismatched, or excessively tight, short, low-cut/low-rise, revealing, or baggy
        - Tights, jeggings, or leggings worn as pants
        - Overalls
        - Shorts
        - Athletic clothes (sweatpants, sweatshirts)
        - Clothing, accessories, face masks and coverings or other items with inappropriate or political words, pictures or logos
        - Halter/tank tops/muscle shirts
        - Cropped tops
        - Visible undergarments, sheer "see-through" materials, or other revealing attire
        - Flip flops
        - Hats
- **ID Badge:** A BTC photo ID badge is available to all students free of cost through the ASBTC. Students are expected to wear their BTC photo ID badge at all times when in uniform, on field trips, or community assignments. The BTC name badge must be for the current academic year, and nursing students will receive two (2) badges. Certain clinical affiliates may require students to purchase and wear a site-specific name badge when attending clinicals at their facility. If a student attends clinical at one of these facilities, this name badge will be considered part of their clinical uniform.
- **Watch:** A watch with a second-hand or a constant digital readout.
- **Makeup:** Students should be conservative in their use of makeup while in the clinical areas or in uniform. Caregivers are required to refrain from using makeup in the areas of cheeks and mouth if they will be using a respirator N95 mask during their shift.
- **Hair:** Hair should be tied back from the face and shoulders so as not to interfere with patient care or safety or present the possibility of contamination or infection transmission.
- **Head Coverings:** Scrub caps and religious head coverings **only** in black, white, or Caribbean blue. No other head coverings or hats are allowed.
- **Facial Hair:** Clean, neat, and well-groomed. Facial hair may be required to be adjusted so as not to interfere with a facemask or respirator. Clean-shaven men are expected to shave daily.
- **Fingernails:** Fingernails must be clean and neatly trimmed as they can be a reservoir for microbial growth, with attention given to cleaning around the base of the nails, cuticles, as well as the underside of tips.

Fingernails must be kept trimmed so they are no longer than 1/8 inch past the tip of the finger. Artificial nails, bonding, tips, wrapping, tapes, overlays, nail piercing jewelry, or appliqués are not permitted. Nail polish, clear or colored, is also not permitted.

- **Jewelry:** No jewelry except watch, wedding ring, and plain post earrings (less than 1/2 cm) shall be worn during clinical practicum experiences. No ornamentation beyond what is stated above is allowed.
- **Piercings:** Jewelry worn in visible body piercings is acceptable if it does not interfere with patient care and meet the clinical facility's safety and infection prevention requirements and guidelines. Small, tasteful nose stud piercings may be acceptable. Jewelry should be kept to a minimum to avoid unsafe work practices and should not interfere with infection control practices. Nose studs are allowed but must be single metal or clear studs (no jewels) and must be small and discreet. Gauges must be flesh color only.
- **Tattoos:** Visible tattoos must be appropriate in content and quantity and in keeping with a professional image. Tattoos that may be considered, or have been identified as, offensive or excessive must be covered. The clinical facility to which the student is assigned reserves the right to require that any visible tattoo be covered if considered offensive.
- **Personal Hygiene:** Because students work closely with clients, it is important that students be mindful of the effect of certain odors on persons who are ill. The scent of smoke should not be detectable on the breath or clothing. Perfumes and strong-scented soaps and/or lotions should be avoided. Certain clinical areas may be designated as "fragrance-free". Special attention should be paid to maintaining clean, odor-free clothing at all times. As the clinical practicum may be strenuous or stressful, students should pay extra attention to their personal hygiene on a daily basis. The use of deodorants is expected. Chewing gum is considered inappropriate in the clinical setting.

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

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

Clinical Affiliate Access Badge

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

ATI – Assessment Technologies Institute

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

ATI Live Review

The ATI 3-day Live NCLEX Review is a required component of the nursing curriculum for all program options and delivered in NURS 230, NURS 235, NURS 133, or NURS 134 (dependent on program option). Full attendance for all three days is required to successfully complete the program. As a Comprehensive ATI Partner program, students have used ATI throughout the curriculum. The Live Review provides individualized performance analysis, structured NCLEX strategy instruction, and access to ATI's post-NCLEX support and guarantee benefits. Students who do not complete the ATI Live Review will not receive these personalized study plans, coaching supports, or ATI remediation guarantees. In rare circumstances, a student may request approval to complete a comparable live NCLEX review at their own expense. Any alternative must:

- Include live instruction (not solely self-paced or question bank access),
- Be completed prior to graduation, and
- Be approved by the program 4-6 weeks in advance, with official proof of completion submitted.

Approval of an alternative review is not automatic. The program reserves the right to determine whether an alternative meets course requirements.

Failure to attend the ATI Live Review or complete an approved alternative will result in unmet course requirements for NURS 230/235 and/or NURS 133/134 and may delay program completion. The ATI Live Review dates are published at the start of the quarter and should be treated as required instructional days. Personal travel should not be scheduled during these dates.

Nursing Department Professional Requirements

Exemptions

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

Criminal History Background Checks

All students must pass a criminal history background check to comply with agreements between Bellingham Technical College and its clinical affiliates. Students must create and pay for an account with DISA/Complio, to conduct the criminal history background check and drug screening. 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 Department 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. The criminal history background check is a requirement of the clinical affiliates, not Bellingham Technical College.

ACEMAPP and DISA/Complio

Students are required to create and pay for an account with ACEMAPP and DISA/Complio through the Bellinghamtechcompliance.com website and ACEMAPP. Students will use DISA/Complio for their background check and drug screening. Students will use ACEMAPP for the immunization tracking and other clinical requirements for the duration of the Nursing Program. Students will need to upload all their clinical documentation to ACEMAPP and sign the required forms, maintain Compliant status in ACEMAPP, and keep their account activated for the duration of the program. Additional accounts may be required in order to maintain compliance with clinical affiliate and eligibility for clinical rotations.

Alcohol and Chemical Screening for Clinical Affiliates

The clinical affiliate requires all nursing students to undergo a "9 panel urine drug screen" for prohibited substances per clinical site policy. Students are required to create and pay for an account with DISA/Complio, through Bellinghamtechcompliance.com. This screening will be completed within six 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, DISA/Complio sends it to their Medical Review Officer (MRO). The MRO contacts the student directly to resolve the issue; usually, the student must have the pharmacy fax their prescription to the MRO. If, after final review by the MRO, the results are determined to be non-human or positive for prohibited substances (with no prescription), the student will not be allowed to register for a course with a clinical component and, therefore, would not be allowed to progress in the program. The student will be allowed to reapply to the Nursing Department after one year or be placed on the appropriate placement list to be admitted to the program after one year if space is available, and after testing negative on the urine drug screen. In the event of a second positive urine drug screen, the student will not be allowed to continue in the program. This is in accordance with the clinical affiliate policies. Drug screening is a requirement of the clinical affiliates, not Bellingham Technical College.

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

The purpose of this policy is to protect the welfare of clients, students, faculty, Bellingham Technical College, and affiliating agencies. The Washington State Department of Health under RCW 18.130.180 has defined current misuse of

controlled substances or alcohol as unprofessional conduct. At BTC all students are expected to perform their clinical activities efficiently and safely without the influence of drugs or alcohol. Students must notify their clinical faculty if they are taking any medication that may impact the student's ability to provide safe, competent care (essential functional abilities). This includes any medications that may cause sedation, slowed reflexes, or other alterations in physical and mental abilities.

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

In addition to any programmatic or clinical placement consequences described in this policy, behaviors involving substance use/misuse, impairment, unsafe conduct, refusal to comply with required testing, or related professional conduct concerns may also be referred to the Bellingham Technical College Student Code of Conduct process for review and possible disciplinary action. Such referrals are independent of and may occur concurrently with program-specific actions.

The following actions/conditions are prohibited:

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

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

CPR Certification

Before 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 ACEMAPP clinical requirements trackers must upload current proof of CPR and have it accepted by ACEMAPP. 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 Department will prevent a student from attending clinicals and, therefore, from progressing in the program.

Insurance

Students must sign the Medical Policy Statement of Agreement form regarding health insurance and adhere to this policy statement while they are in the program. Students must be responsible for their own health insurance; this is a requirement for clinical placement. The student is responsible for maintaining private health insurance and will not be

allowed to attend clinical practicum if insurance expires. Students must notify the Nursing Department of changes to their health insurance. Students must upload documentation and have it accepted by ACEMAPP. This is in accordance with the clinical agency contracts with the college.

The blanket liability insurance policy of the program covers students. This coverage is intended to cover students during their nursing education. The coverage will not cover students who act outside of the role of student nurses or who fail to follow the established program guidelines for clinical practice. Bellingham Technical College does not cover students with accident or medical insurance; students are required to have health insurance the entire time they are in the program. A student is not an employee and does not qualify for worker's compensation if injured while in the clinical setting.

Health Status by Student Attestation

Before beginning clinical rotations, all students must attest to satisfactory health status. Students reentering the program must also submit a completed Health Attestation Form (see Reentry Policy). The Health Status Form must be on file with the Nursing Department before attending clinical.

If a current program student experiences an injury, medical procedure, medical or mental illness, and/or childbirth, the student must provide a new health attestation before returning to clinical practicum. If the student cannot perform the duties of the clinical rotations, the student will not be able to attend clinical rotations and should meet with the lead faculty for their course regarding the ability to progress. Health attestations are requirements of the clinical affiliates, not Bellingham Technical College.

Tuberculosis Screening

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

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

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

Vaccinations

Nursing students must have proof of all the required vaccinations on file with the Nursing Department before they can attend clinical. Students must upload documentation to and have it accepted by ACEMAPP. In the event a student needs to update their vaccinations, the student may submit partial proof initially and then complete the process after the

quarter starts but before beginning clinical rotations. All vaccinations are requirements of the clinical affiliates, not Bellingham Technical College.

- MMR (Measles-Mumps-Rubella): proof of 2 MMR vaccinations in your lifetime or positive titer indicating immunity to Measles, Mumps and Rubella.
- Tdap: proof of having received one Tdap (tetanus, diphtheria, acellular pertussis) booster immunization since 2006. Students are encouraged to be up to date on their tetanus vaccination as well but is it not required.
- Varicella: proof of 2 varicella vaccinations in your lifetime or positive titer indicating immunity to varicella. The vaccination or titer may be waived (for varicella only) if the student's healthcare provider signs off stating the date (m/d/y) that they had the disease (chicken pox).
- Hepatitis B (Hep B): proof of a positive titer indicating immunity to Hepatitis B or proof of at least the first Hep B vaccination in the sequence. It is the student's responsibility to complete the sequence (3 injections and a positive titer indicating immunity) and submit proof to the Nursing Department before beginning clinical rotations at a PeaceHealth facility.
- Influenza: students are required to obtain an influenza vaccine during flu season. Proof of vaccination must include current season, the date of vaccination, and practitioner/location where your vaccination was administered.
- All health students must be fully vaccinated against COVID-19 by the first day of the quarter in which they start. You will be required to obtain a COVID-19 vaccine during respiratory illness season. Proof of vaccination must include current season, the date of vaccination, and practitioner/location where your vaccination was administered. Personal exemptions are accepted in place of yearly COVID-19 vaccination. Contact clinicalinfo@btc.edu for information about the personal exemption.

Health Screening for Clinical Placement

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

N95 Mask Fit Testing

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

Illness

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

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

event of suspected or confirmed infectious/communicable disease or condition that could put the health of fellow students, BTC staff and faculty, and clinical partner agency patients and staff at risk.

Exposure to Body Fluid Guidelines & Standard Precautions

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

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

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

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

Instructional Implementation

Self-Learning: A Critical Skill for Nurses

Nursing is a dynamic and rapidly evolving profession that requires continual learning. One of the most essential skills a nurse can develop is the ability to self-direct their own learning. In this program, courses are designed to provide foundational knowledge and teach student nurses how to actively seek out, evaluate, and apply information relevant to their practice. Under the guidance and facilitation of our nursing faculty, you will learn to critically assess resources, stay current with emerging healthcare trends, and take responsibility for your professional growth. This self-directed approach ensures that you will be prepared to meet the challenges of modern healthcare with confidence and competence.

Classroom

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

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

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

Nursing Skills Lab

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

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

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

Safe Sharps Handling

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

Integrated Clinical Simulation

BTC's Nursing Programs include simulation scenarios, either as a clinical outplacement called an Integrated Clinical Simulation or as a simulation scenario as a Lab Activity. The simulation scenarios are designed to coincide with course theory content and allow students to use nursing skills learned in the lab. Each quarter's simulation scenario will require students to call upon previously learned skills and knowledge. The simulation scenarios are intended to build complexity and challenge students at a level appropriate to their progress through the nursing program. The Lab & Simulation Coordinator faculty and/or the clinical theory instructor(s) may facilitate these simulation scenarios.

Integrated Clinical Simulation Preparation:

- Each clinical schedule shows the student's assigned simulation days. For example: "Sim 1"
- All simulations occur on the BTC Campus in the Nursing Skills and Simulation Labs.
- The start and end times for simulation days are typically 1000 to 1530. These times may vary. Check the simulation schedule located in each Canvas Course.

Integrated Clinical Simulation Expectations:

- All clinical policies apply during simulation days.
- Report to pre-brief on time, in full clinical uniform, and bring your Drug Guide, stethoscope, penlight, required prep materials/documents, and whatever you need to get you through the clinical day.
- Clinical simulation days are tightly scheduled, so we expect that you arrive on time to the scenario, debrief sessions and concept stations.
- Active participation is expected at all times in the SIM Lab, concept stations, and in debriefing.
- Participation is part of your grade and fundamental to this learning experience.

Information and details about preparing for simulation are located in your clinical Canvas course. These directions are intended as a general guide on prep for sim. See your Canvas course for rubrics and grading.

Clinical

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

- Students must adhere to stated clinical affiliate/site policies concerning dress code, nursing standards, parking, use of the cafeteria and break rooms, and agency routines.
- All students must obtain assistance from clinical faculty when performing new procedures or in new situations.
- Students must have appropriate supervision of all medication administration.

- Students will perform safely in all areas of client care. Any performance that endangers a client's well-being may result in removal from the clinical setting.
- Clinical supervision follows current WACs for nursing education. Due to delegation and supervision, faculty may require a demonstration of previously mastered skills in the clinical lab before performance in the clinical setting.

Preceptorship

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

- Student preceptorship placement will be evaluated by faculty based on established processes, and the preceptorship committee will assign students to their preceptor for the quarter.
- Students will not be placed for a preceptorship experience in a healthcare facility, unit, or department in which they are currently employed or have been employed within the past five years. Exceptions may be granted on a case-by-case basis.
- Students will not be placed for a preceptorship experience in facility departments or units where a friend, relative, or family member is employed.
- Students will not seek out their own precepting placement. All clinical placements are done through the clinical site coordinator.

Placement for Precepting Experiences

Updated 3/20/22 - NSGAC/Faculty

Practical Nursing students will primarily precept in Skilled Nursing. Registered Nursing students will primarily precept in the medical/surgical units at the hospital.

Precepting placement will be determined based on available preceptors. Students will be assigned seats based on the following four criteria:

- Proctored ATI (cumulative scores).
- Overall Achievement in theory courses.
- Overall Clinical, Lab, and Simulation performance.
- The Precepting Committee (faculty, administration, and staff) recommendations.

Placements determined by the Precepting Committee are final.

Category	Potential Sites	Qualifying Attributes
1 **Majority of RN placement will be in this category**	**Med/Surg:** 2N/PEDS, 3S, 2C **CDU** **Short Stay** **Hospice**	Good organizational and critical thinking skills. Able to think outside the box. Provides and receives positive and constructive feedback. Consistently utilizes the nursing process to analyze questions/problems. Communicates information necessary to make informed decisions.

	Home health **PROSC** **Mental Health:** 1C, SECU, WCTC **Wound Care** **Clinic** **Skilled Nursing**	
2 **Limited placement**	**PCU** **OR/PACU** **Postpartum** **Med/Surg:** Float	Excellent organizational and critical thinking skills. Independently identifies areas for improving personal and professional behaviors and values.
3 **Extremely limited placement**	**ICU** **ED** **L&D** **SCN**	Prepared for high pressure, direct communication, fast pace, and independent work. Needs minimal supervision. Self-directed in seeking new learning experiences beyond assignments. Students must be exceeding expectations in program completion and ATI NCLEX pass predictions due to increased precepting workload in high acuity areas.

This is not an exhaustive list of precepting locations - note that other outplacement facilities may be available on a case-by-case basis.

Attendance

Theory

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

Clinical, Simulation, and Lab

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

Attendance at clinical lab courses is mandatory and includes both on-campus and clinical affiliate sites. There is no mechanism to make up clinical, lab, or simulation days. Clinical absences may affect progression in the program if the student is unable to meet course competencies. According to WAC 246-840-531(1)(a)(ii), RN students must complete at least 500 hours for associate degree nursing education programs, and under WAC 246-840-531(1)(a)(i), PN students must complete at least 300 hours to complete the PN Cert. Therefore, missing clinicals may affect a student's eligibility

to sit for the licensure exam upon program completion. For patient/client/student safety, students are not permitted to work the day of a scheduled clinical shift. This includes working the shift before the assigned clinical shift, the shift after the assigned clinical shift, or any work within 10 hours of the assigned clinical shift start time.

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

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

Dress Code

Classroom

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

Skills & Simulation Lab

Students are required to wear their full clinical uniform during all Nursing Skills Lab sessions and Simulations. Failure to do so will result in the student being unable to participate in the lab activity or evaluation. When practicing in the BTC Nursing Skills and Simulation Labs during Open Lab, students do not need to wear their clinical uniform but must wear closed-toed, non-skid shoes.

Clinical

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

Electronic Devices

Classroom & Lab

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

Clinical

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

Recording Devices

Students must sign the Classroom Recording Agreement form (located in this handbook) before lectures can be recorded; however, students with approved recording accommodations through the Accessibility Resources (AR) Office are exempt from this requirement.

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

Supervision of Medication Administration

Performance of skills, treatments, and medication administration at unsupervised sites – Instructor NOT on-site

Students may perform previously evaluated skills under the supervision of the licensed nurse in outplacement clinical sites with the permission of their clinical instructor. Students must contact their clinical instructor for permission ***prior to*** performing the skill.

Supervision of skills, treatments, and medication administration at the clinical site – Instructor on-site

Direct Supervision: A licensed nurse must always supervise students "shoulder-to-shoulder" when performing these skills. Students may be released to perform skills with an RN at the clinical site but may never perform them independently.

Limited Supervision: The nursing Instructor must initially supervise these skills until the instructor determines that the student can perform these skills independently.

Independent: The student may perform this skill without direct supervision with faculty approval.

Medication Administration Guidelines:

- NURS 114, NURS 115, NURS 124, and NURS 125
  - Skilled Nursing Facility: medication with clinical faculty ONLY.
  - Outplacements: no medication administration.
- NURS 135
  - Acute Care: medication with clinical faculty ONLY until permission is given to administer medication with the registered nurse. IV fluids and injections with clinical faculty ONLY.
  - Outplacements: no medication administration.
- NURS 215
  - Acute Care: medication with clinical faculty ONLY until permission is given to administer medication with the registered nurse. IV fluids and injections with clinical faculty ONLY.
- NURS 225
  - Medications and nursing procedures with the registered nurse assigned to work with the student in the specialty units.
- NURS 134 and NURS 235
  - Medication administration with the licensed nurse preceptor.

Instructor Right to Observe and Evaluate Student Performance

Clinical Instructors have the right and responsibility to observe and evaluate student performance of skills, treatments, and medication administration at any time. Students evaluated on a skill in the lab may be reevaluated at the clinical site. Clinical Instructors may, at their discretion, re-evaluate or observe student performance of any skill at any time.

Success at the Clinical Site

Students must successfully complete the competencies listed below to pass their clinical courses each quarter.

Competencies:

- Clinical Requirements: requirements are kept current and submitted on time.
    - All Professional Requirements (immunizations, CPR, TB, etc.)
    - Facility-specific paperwork and training
- Clinical Preparation: arrive at the clinical site prepared with the following items.
    - Care schedule
    - Clinical paperwork/required forms
    - Equipment and tools (stethoscope, watch, badge, etc.)
- Assessment:
    - Focused assessments completed before med pass
    - Complete assessments completed per facility protocol
- Charting:
    - Document vital signs within one hour
    - Document treatments and medications in real time
    - All required assessment documentation is completed
- Medication Administration:
    - Medication administration (med pass) completed with all safety checks correct
    - Student demonstrates understanding of medications, safety concerns, and interactions.
- Patient Care:
    - Complete Activities of Daily Living (ADL) including morning/evening care, meals, transfer, bathing, peri care, and other cares as needed in every clinical setting (LTC, Hospital, etc.)
- Documentation: Assignments
    - All assignments completed and submitted by the due date
    - All resubmissions required by faculty submitted by agreed on date
    - Student has reviewed faculty feedback on all assignments

Incident Reporting

Incident reporting is a crucial component of providing safe and effective patient care. Notify your faculty as soon as an incident occurs. A complete incident report involves thorough documentation using specific forms and adherence to facility guidelines. A reportable incident is any event or occurrence that results in or has the potential to result in harm or injury to an individual (yourself, a peer, or a client). Reportable incidents can occur on campus, in the lab, or at the clinical site.

1. Quality Assurance Incident Report Form

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

2. Root Cause Analysis Form (SPEET)

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

3. Facility Incident Report Process

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

The Nursing Department must report clinical incidents to the Washington State Nursing Commission. These reports are for data collection and tracking purposes and are not intended to result in action against specific students or pending licensure status.

WAC 246-840-513: Reporting and recordkeeping requirements for nursing education programs.

(1) Within two business days, nursing education programs shall report to the commission, on forms provided by the commission, events involving a student or faculty member that the program has reason to believe resulted in patient harm, an unreasonable risk of patient harm, or diversion of legend drugs or controlled substances.

Assessment and Grading

Grading Scale for Nursing Courses

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

Required Grades for Academic Progression

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

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

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

Late Work

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

Grading Criteria for Theory and General University Requirement (GUR) Courses

Course syllabi and assignment details are on Canvas and made available to students each quarter. Please refer to the course syllabi for current grading information.

Exams

General Exam Guidelines:

- The BTC Nursing Department aims to provide all students with a quiet and consistent exam environment. However, when testing remotely, this exam environment is the student's responsibility.
- Exams will be administered electronically using ATI Proctorio.
- Exams may be proctored in a computer lab, classroom, or remotely.
- Students must use only the approved software and exam platform for all exams.
- Students must have prior authorization and pre-arrange to test in the Assessment Center or on campus in the classroom.
- Students testing in the Assessment Center may be required to present a government-issued ID.
- Students must abide by all Assessment Center policies when testing in that location.

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

Exam Guidelines for ATI Proctorio:

- Students must use ATI Proctorio for all exams.
- A computer with a working webcam and microphone is mandatory. Failure to record audio or video due to technical issues may be considered cheating.
- Students must be present at least 5 minutes before the posted exam start time or contact their instructor for a reschedule.
- Exams will be proctored using ATI Proctorio's secure features. Non-secure settings are reserved for group exams on campus.
- Use the restroom before the exam and do your best to avoid interruptions during the test.
- No other person may be present in the room while testing.
- A dry-erase board and pen may be used; show both sides before and after the exam.
- One 5x7 note card (front and back) of notes may be used during the exam. The information on the note card can be handwritten or typed.
- Use the exam website calculator if needed; personal calculators or phones are prohibited.
- Approved non-medical dictionaries are allowed for first-year students only (NURS 110-130 or NURS 113-133).

On-Campus Exam Guidelines:

- Avoid using the restroom during exams to minimize disruptions.
- All electronic devices and personal belongings must be turned off and placed at the front of the room.
- Only beverages with lids are allowed, no food.
- Minimize movements, sounds, and strong scents; use unscented body care products.
- Earplugs may be worn to block sound; headphones are allowed for exams with auditory content.
- Students may quietly leave the testing room after finishing the exam but must leave personal belongings and electronic devices behind.
- Faculty reserves the right to assign seating for individual exams and groups for collaborative exams.
- A non-medical dictionary, a dry-erase board and pen, and 5x7 note card may be used. (See above requirements for dictionary and note card).
- Personal calculators are not allowed unless specified by the faculty.

Group Exam Guidelines:

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

Exam Review and Academic Integrity:

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

Missed Exams:

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

Exam Retakes:

- Students are eligible for one exam retake per quarter if the following conditions are met:
  - All module exams are complete for the quarter.
  - The student must have scored below 80% on the exam they wish to retake.
  - The student must have a minimum of 80% on all module exams, excluding the exam the student is petitioning to retake. The student must be in good standing.
  -
- If all of these conditions are met, the student may appeal to their course faculty for a retake on one exam with a final score below 80%. The new exam score will replace the prior exam grade.

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

Assessment Technologies Institute (ATI)

Faculty are committed to providing students with a comprehensive and well-rounded education that prepares them to excel in their nursing careers. As part of this commitment, the BTC Nursing Department has adopted the **ATI (Assessment Technologies Institute) Complete Package as our single-source textbook**. ATI materials replace traditional textbooks and serve as the primary source of required course content, supplemented by faculty-developed resources.

Here's how ATI is integrated into your nursing education:

1. **Preparation for Class** – Your course lead faculty will identify ATI Tutorials, lessons, and sections from the ATI Content Mastery Series books to review prior to class. Details are posted in our Canvas learning management system.

2. **ATI Assignments** – Tutorials, Practice Assessments, and Proctored Assessments will be assigned throughout the program. Detailed instructions and due dates are provided in Canvas for easy access.

3. **Primary Resource & NCLEX Prep** – ATI is your primary curriculum resource and also serves as an online learning platform to reinforce theory and lab content, build clinical judgment skills, and prepare for the NCLEX examination.

4. **Earning Points** – You will earn points for completing assigned Tutorials, Practice Assessments, and Proctored Assessments. Points vary by quarter, and totals are posted in each Canvas course.

5. **Sequential Progress** – You must complete the Practice Assessments and Focused Review before taking a Proctored Assessment. This ensures you are prepared and confident before the final evaluation.

6. **Additional Assignments** – Instructors may assign additional ATI activities to target specific course objectives and support your success.

Completion of all assigned ATI Proctored Assessments and Focused Reviews is required for course completion and program progression. The BTC Nursing Department sets a benchmark of **Level 2 or higher** on ATI Proctored Assessments to indicate adequate content knowledge. If your score is below Level 2, you must complete a Focused Review and retake the Proctored Assessment. **Scoring below Level 2 does not affect program progression** but serves as an important indicator for further study.

Academic Integrity

All forms of student academic dishonesty, including cheating, falsification, plagiarism, use of artificial intelligence that is not approved by the instructor, or facilitating, aiding, and abetting academic dishonesty, are considered a "punishable act" according to the Student Code of Conduct. Please refer to the current BTC Catalog.

Plagiarism

Plagiarism can be defined as presenting someone else's work as your own. This can be intentional, for example, submitting another student's paper as your own. It can also be accidental, as is seen when a student fails to cite a scholarly source in an evidence-based practice paper accurately. 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 faculty for clarification of this policy before submitting any assignments.

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

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

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

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

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

Clinical Requirements

All clinical requirements must be current and cannot expire at any point during the quarter. Clinical requirements must be completed in ACEMAPP by the first Friday of every quarter. Students who cannot meet this deadline can receive half points, provided they have proactively communicated with the ACEMAPP lead and their faculty before the due date. A zero will be recorded in the grade book until clinical requirements are verified, which occurs one week before clinical rotations. All clinical requirements must be complete and current by this verification date. If clinical requirements are not up to date at this final review, the student will be ineligible for clinical rotations and may need to retake the course.

30pts	**15 pts**	**0 pts**
Clinical Requirement Documents are up to date from the first Friday of each quarter until the last day of each quarter.	Clinical Requirement Documents were **NOT** up to date from the first Friday of each quarter until the last day of each quarter. The documents were submitted one week before the course's clinical rotations. The student proactively communicated with the ACEMAPP/Complio manager and their faculty.	Clinical Requirement Documents were **NOT up** to date from the first Friday of each quarter until the last day of each quarter, **nor** were the documents submitted one week before the course's clinical rotations.

Clinical Performance

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

Clinical Assignments

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

Dosage Calculation Exam

Dosage calculation exams must be completed with a score of 90% or higher. If a student retakes the dosage calculation exam, the score entered in the gradebook will be 80%. If a student does not reach a score of 90% on the second retake, this is unsatisfactory progress, and the student will create a plan of correction and continue to test until they meet competency. The inability to make competency in three takes may result in removal from the clinical course. ***Students are not allowed to administer medications in the clinical setting until they meet this competency in each clinical course.***

Dosage Calculation Content Outline for All Courses			
● Working with Military Time ● Defining systems of measurement (metric, household, apothecary) ● Convert quantities between units of measure (metric, household) ● Convert quantities within the metric system (e.g., gm to mg) ● Interpret components of medication label(s) ● Common Abbreviations ● Rounding Rules (memorize and apply to each question) ● Each course assessment is cumulative (previously mastered content will be brought forward)			
Content Outline for Each Assessment Specific to Course		**ATI Dosage Calculation Study Plan**	**Supplemental Document**
NURS 110/115	▪ Oral dosage (solid, liquid) ▪ Intake and Output	✓ Safe Medication Administration ✓ Medication Administration ✓ Oral Medications	o Intake and Output
NURS 120/125	▪ Use of syringes ▪ Injectable dosages ▪ Working with insulin	✓ NURS 110/115 Content ✓ Injectable Medications	o None
NURS 130/135	▪ Powdered parenteral dosage. ▪ Infusion and completion time for IV fluids ▪ IV solutions ▪ IV flow/pump rate mL/hr	✓ NURS 110/115, 120/125 Content ✓ Powdered Medication ✓ Parenteral (IV) Medications	o Calculating IV infusion and completion time
NURS 210/215	▪ IV solutions ▪ IV drip rate in gtt/min. ▪ Dosage by weight - oral/parenteral (convert from kg to lb and lb to kg)	✓ NURS 110/115, 120/125, 130/135 Content ✓ Parenteral (IV) Medications ✓ Dosage By Weight	o None
NURS 220/225	▪ Fluid balance ▪ Dosing for children (mg/kg/day) ▪ Body Surface Area	✓ NURS 110/115, 120/125, 130/135, 210/215 Content ✓ Pediatric Medications	o None
NURS	▪ IV drip rate in multi-step (units/hr; mg/hr; mg/min;	✓ NURS 110/115, 120/125, 130/135, 210/215, 220/225 Content	o Calculating milliunits/min: IV oxytocin calculations

23 0/2 35	mg/kg/min; mcg/kg/min; milliunits/min)	✓ Critical Care Medications	

Lab Skills Evaluations

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

Simulation

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

Nursing Scope and Standards of Practice

The nursing faculty of Bellingham Technical College expects students enrolled in the Nursing Department to adhere to the American Nurses Association's (ANA) *Nursing: Scope and Standards of Practice*, 4th Edition. (American Nurses Association).

Nursing: scope and standards of practice. Washington, D.C.:Nursesbooks.org)
https://www.nursingworld.org/~4af71a/globalassets/catalog/book-toc/nssp3e-sample-chapter.pdf

Standards of Practice

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

Standard 1. Assessment

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

Standard 2. Diagnosis

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

Standard 3. Outcomes Identification

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

Standard 4. Planning

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

Standard 5. Implementation

- The registered nurse implements the identified plan.

Standard 5A. Coordination of Care

- The registered nurse coordinates care delivery.

Standard 5B. Health Teaching and Health Promotion

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

Standard 6. Evaluation

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

Standards of Professional Performance

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

Standard 7. Ethics

- The registered nurse practices ethically.

Standard 8. Culturally Congruent Practice

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

Standard 9. Communication

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

Standard 10. Collaboration

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

Standard 11. Leadership

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

Standard 12. Education

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

Standard 13. Evidence-based Practice and Research

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

Standard 14. Quality of Practice

- The registered nurse contributes to quality nursing practice.

Standard 15. Professional Practice Evaluation

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

Standard 16. Resource Utilization

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

Standard 17. Environmental Health

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

RN and LPN Scope of Practice

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

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

I. Standard I: Initiating the Nursing Process:
   a. Assessment and Analysis: The registered nurse initiates data collection and analysis that includes pertinent objective and subjective data regarding the health status of the clients. The registered nurse is responsible for ongoing client assessment, including assimilation of data gathered from licensed practical nurses and other members of the health care team.
   b. Nursing Diagnosis/Problem Identification: The registered nurse uses client data and nursing scientific principles to develop nursing diagnosis and to identify client problems in order to deliver effective nursing care.
   c. Planning: The registered nurse shall plan nursing care which will assist clients and families with maintaining or restoring health and wellness or supporting a dignified death.
   d. Implementation: The registered nurse implements the plan of care by initiating nursing interventions through giving direct care and supervising other members of the care team; and
   e. Evaluation: The registered nurse evaluates the responses of individuals to nursing interventions and is responsible for the analysis and modification of the nursing care plan consistent with intended outcomes.

II. Standard II: Delegation and Supervision: The registered nurse is accountable for the safety of clients receiving nursing service by:
   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:

I. Standard I: Implementing the Nursing Process: The practical nurse assists in implementing the nursing process.
a. Assessment: The licensed practical nurse makes basic observations, gathers data, and assists in identification of needs and problems relevant to the clients, collects specific data as directed, and communicates outcomes of the data collection process in a timely fashion to the appropriate supervising person.
b. Nursing Diagnosis/Problem Identification: The licensed practical nurse provides data to assist in the development of nursing diagnoses which are central to the plan of care.
c. Planning: The licensed practical nurse contributes to the development of approaches to meet the needs of clients and families and develops client care plans utilizing a standardized nursing care plan and assists in setting priorities for care.
d. Implementation: The licensed practical nurse carries out planned approaches to client care and performs common therapeutic nursing techniques; and
e. Evaluation: The licensed practical nurse, in collaboration with the registered nurse, assists with making adjustments in the care plan. The licensed practical nurse reports outcomes of care to the registered nurse or supervising health care provider.

II. Standard II Delegation and Supervision: Under direction, the practical nurse is accountable for the safety of clients receiving nursing care:
a. The practical nurse may delegate selected nursing tasks to competent individuals in selected situations, in accordance with their education, credentials and competence as defined in WAC 246-840-010(10).
b. The licensed practical nurse in delegating functions shall supervise the persons to whom the functions have been delegated.
c. The licensed practical nurse reports outcomes of delegated nursing care tasks to the RN or supervising health care provider; and
d. In community based long-term care and in-home settings as provided by WAC 246-840-910 through 246-840-970 and WAC 246-841-405, the practical nurse may delegate only personal care tasks to qualified care givers.

III. Standard III Health Teaching. The practical nurse assists in health teaching clients and provides routine health information and instruction recognizing individual differences.

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

Registered Nurses:

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

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.
d) Other responsibilities:
    1. 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.
    2. 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

3. 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.
4. The registered nurse and the licensed practical nurse shall be responsible for maintaining current knowledge in his/her field of practice; and

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

Nursing Scope of Practice Decision Tree

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

The Washington State nursing laws are broad and principle-based so that nurses in any setting may reflect on and develop their own scope of practice. Nurses must continually update their practice by using new knowledge and skills. The Nursing Commission supports nurses working up to the full extent, within the legal boundaries, of their education and training. The Washington State Nursing Scope of Practice Decision Tree can be found here: https://nursing.wa.gov/sites/default/files/2026-06/Scope-of-Practice-Decision-Tree.pdf

Student Nurse Responsibilities and Limitations (IMPORTANT)

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

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 a safe handoff is given to the licensed nurse before leaving the floor.
- The student nurse will remain on-site at the clinical facility for the duration of the scheduled clinical hours.
- The student nurse will inform the licensed nurse and clinical faculty of any need to leave the clinical site.
- The student nurse will seek permission from the clinical faculty before performing any procedure.
- The student nurse will ensure that the clinical faculty is notified immediately of any situation which culminates in an incident report.
- The student nurse is responsible for always following the rights of medication administration.
- The student nurse will ensure that all medications are double-checked by clinical faculty or a licensed nurse prior to administering.
- **The student nurse will ensure that a licensed nurse or the clinical faculty is present for any invasive procedure including, but not limited to, injections, IV therapy of any kind, working with central lines, and medication administration.**

- The student nurse will follow the medication administration guidelines for each clinical course as follows:
  - NURS 114, NURS 115, NURS 124, NURS 125
    - Skilled Nursing Facility: medication with clinical faculty ONLY
    - Outplacements: no medication administration, no injections
  - NURS 135
    - Acute Care: medication with clinical faculty ONLY until permission is given to administer medication with the registered nurse. IV fluids and injections with clinical faculty ONLY.
    - Outplacements: medication administration and injections with faculty permission only.
  - NURS 215, NURS 225
    - Acute Care: medication, IV fluids, and IV direct medication with clinical faculty ONLY until permission is given to administer medication with the registered nurse.
  - NURS 134, 235
    - Medication with a licensed nurse preceptor.

Student Nurse Limitations

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

Direct Supervision

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

- Blood transfusions: Students may not hang blood or administer blood products (albumin), but RN students may participate in ongoing patient monitoring. PN students may observe blood administration. Student signature does not count as a second check for blood transfusions.
- Heparin preparation: All heparin dosages must be double-checked and observed when drawn up. No IV heparin (high-risk medication).
- Insulin Preparation: All insulin dosage (sliding-scale or regular dose) must be double-checked and observed when drawn up. No IV insulin (high-risk medication).
- IV Therapy: IV fluids and medications, including saline/Heparin lock flush.
- Left Ventricular Assist Device (LVAD) - participate in care only: A Left Ventricular Assist Device is a battery-operated mechanical pump that is implanted inside a client's chest to assist the left ventricle to pump blood to the rest of the body.
- Medication calculations: All medication calculations must be double-checked by a licensed nurse before medication is administered.
- Pediatric medication dosage calculation and administration: All pediatric medication calculations and administration must be directly supervised.
- Signature: Signature in the narcotic book, consent forms, admission and discharge sheets, and on blood transfusion sheets must be countersigned.
- Transcribing orders
- Unit Transfer: Transferring a client to or from one unit to another within a facility.
- Venous Access: Venipuncture, phlebotomy; conversion to/from IV to saline lock.

DO NOT Perform

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

- Amniotomy: The deliberate rupturing of the fetal membranes to bring on labor.
- Antineoplastic agents - administration of (IV or PO): Antineoplastic: Acting to prevent, inhibit, or halt the development of a neoplasm (a tumor). An agent with antineoplastic properties. The term applies to dozens of other chemotherapy agents used to treat this and other forms of cancer. Often have handling precautions.
- Arterial blood draws: An arterial stick is the collection of blood from an artery for laboratory testing. Blood is usually drawn from an artery in the wrist. It may also be drawn from an artery on the inside of the elbow, groin, or other site.
- Arterial catheters - blood draws from an arterial line (also art-line or a-line) is a thin catheter inserted into an artery. It is most commonly used in intensive care medicine and anesthesia to monitor blood pressure directly and in real-time (rather than by intermittent and indirect measurement) and to obtain samples for arterial blood gas analysis.
- A-V grafts – accessing: A graft (also called an arteriovenous graft or A-V graft) is made by joining an artery and vein in an arm with a plastic tube. The plastic tube is placed in a U-shaped loop under your skin, joining the radial artery to a vein near the elbow. Seen with dialysis.
- Burn dressing changes: Applying a dressing to an injury caused by exposure to heat or flame.
- Cardiac sheath removal: During a cardiac catheterization, a long, narrow tube called a catheter is inserted through a plastic introducer sheath (a short, hollow tube that is commonly inserted into the femoral artery).
- Cardioversion: The use of an electric shock to convert a dangerously rapid, fluttering, and ineffective heartbeat to its normal rhythm.
- Central line dressing changes where prohibited by policy (most acute care facilities): A central venous catheter (CVC), also known as central line, central venous line, or central venous access catheter, is a catheter placed into a large vein in the neck (internal jugular vein), chest (subclavian vein or axillary vein) or groin (femoral vein).
- Defibrillation: Defibrillation is a treatment for life-threatening cardiac dysrhythmias, specifically ventricular fibrillation and non-perfusing ventricular tachycardia. A defibrillator delivers a dose of electric current to the heart.
- Epidural infusion: Epidural administration is a medical route of administration in which a drug or contrast agent is injected into the epidural space of the spinal cord.
- Intra-aortic balloon pump (IABP) - Care for a client: An intra-aortic balloon pump (IABP) is a mechanical device that helps the heart pump blood. This device is inserted into the aorta, the body's largest artery. It is a long, thin tube called a catheter with a balloon on the end of it.
- Intrathecal catheter -Administration of medication via An intrathecal catheter is used to deliver medications directly into the space between the spinal cord and the protective sheath surrounding the spinal cord.
- Intrauterine catheter placement: An intrauterine pressure catheter (IUPC) is used during labor to help measure the exact force of contractions during labor by considering contraction frequency, duration, and strength.
- IV insertion without an order.
- PICC line insertion or removal: A peripherally inserted central catheter (PICC line), is a form of intravenous access that can be used for a prolonged period or for administration of substances that should not be done peripherally. It is a catheter that enters the body through the skin at a peripheral site, extends to the superior vena cava (a central venous trunk), and stays in place for days or weeks.
- Ports: Initial access of a port or de-access (may use while access established): A port is a type of central venous catheter. It is also called an implantable venous access port. It’s a small drum made of plastic or metal with a thin tube going from the drum into a large vein. May use once access has been established.
- Prostaglandin gel (and derivatives) administration: Prostaglandin is an artificial hormone to start labor. This hormone softens and thins the cervix, readying it for delivery. Administered vaginally.

- Scalp lead insertion/removal: An internal monitor that directly records the fetal ECG via a single electrode applied to the fetal scalp (a fetal scalp electrode).
- Sedation: Procedural/conscious: Procedural sedation and analgesia, previously referred to as conscious sedation, is defined as "a technique of administering sedatives or dissociative agents with or without analgesics to induce a state that allows the client to tolerate unpleasant procedures while maintaining cardiorespiratory function."
- Suturing: Joining of the edges of a wound or the like by stitching.
- Total Parenteral Nutrition (TPN): Students may observe only.
- Verbal orders from a Healthcare Provider: Students are never allowed to take verbal orders from a Healthcare Provider. This includes phone orders.

CPR

The student nurse should initiate CPR if the situation warrants emergent action. The student nurse should step back and observe once the code team or equivalent has arrived.

Safe Medication Administration

In accordance with WAC 246-840-513, the BTC Nursing Department 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. A licensed nurse must always supervise students 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:

5. Correct reading and interpretation of a medication order.
6. Safe identification of the patient.
7. Routes of medication administration, including the nursing judgment required to implement the routes of medication administration safely.
8. Safe use of Automated Drug Dispensing Devices (ADDDs) and other medication dispensing systems.
9. Processes for administration of controlled substances, medication wastage, and monitoring for drug diversion.
10. Medication reconciliation procedures.
11. Accurate dosage calculation (see Dosage Calculation Exam); and
12. 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, under supervision by a licensed nurse (faculty or preceptor).

Evaluation of Medication Administration Competency

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

Documentation of Student Medication Errors and Alleged Diversion

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

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

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

As part of ongoing Continuous Quality Improvement, the Nursing Department 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 ongoing program improvement.

Computer Access of Patient's Charts

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

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

Confidentiality and Use of Digital Tools

Nursing students must adhere to strict confidentiality policies when handling client information in healthcare settings. This includes maintaining confidentiality through verbal, paper, and computer-based communication. This includes all forms of communication, including electronic, photographic, and digital formats. Following faculty approval and site policies, students should limit cellphone use at clinical sites. Personal devices are not approved clinical documentation systems and may not be used to capture, store, or transmit patient information. Patient confidentiality, governed by HIPAA, is paramount. HIPAA applies to all patient information regardless of format, platform, or technology used. Students may share non-identifiable information for educational purposes **only when explicitly approved by faculty and in accordance with clinical site policy**, but should never share patient information, photos, or facility details on social

media or through email. Taking pictures of patients is prohibited, even with permission. Taking photographs or screenshots of patient charts, computer screens, whiteboards, paperwork, or any patient-related information is also prohibited. Access to patient information is allowed for proper care planning, but discussions should remain within clinical or classroom settings. Patient information may not be discussed in public, non-secure, or non-instructional settings. Uploading patient information into artificial intelligence (AI) tools, applications, or third-party platforms is prohibited. Storing patient information on personal devices, including phone notes, photo libraries, cloud storage, or personal files, is prohibited.

Violations may include but are not limited to:

- Sharing patient information or photos on social media or through text and email.
- Sharing screenshots or digital images of patient information through any electronic platform.
- Accessing information that is not within your scope as a student.
- Accessing the student's medical record or the records of family members or other patients not assigned to the student.
- Misusing, disclosing without proper authorization, or altering patient information.
- Using another person's login and/or password for computerized health records.
- Leaving client data in an unsecured area.
- Removing copies of legal documents from the clinical facility.
- Uploading patient information into AI tools or non-approved applications.
- Storing patient information on personal devices or cloud-based platforms.
- Failure to abide by clinical partner agency confidentiality policies.

Confidentiality between students is vital to fostering open communication. Breaches of confidentiality place patients, students, and clinical partners at risk. **Any breaches will be reported to clinical agencies and may lead to program dismissal.** Students are required to sign a confidentiality agreement and may need to sign additional agreements with clinical affiliates.

Social Media

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

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

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

These guidelines apply to all forms of electronic communication, including text messaging, email, messaging apps, social media platforms, cloud-based tools, and AI applications .and emphasize the importance of upholding patient privacy and

maintaining professionalism when using social media and electronic communication as a nursing student. See NCSBN social media guidelines for more information: https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf

Nursing Code of Ethics

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

Provision 1
The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2
The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
Provision 3
The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4
The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
Provision 5
The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6
The nurse, through individual and collective effort, established, maintains, and improved the ethical environment of the work setting and condition of employment that are conducive to safe, quality health care.
Provision 7
The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8
The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9
The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Just Culture

Open reporting and participation in error prevention and improvement are facilitated by the use of the principles of "Just Culture" and 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 process and system improvement opportunities. Faculty will use the SPEET rubric in conjunction with the BTC Criteria for Behavior Not Meeting Program Standards when counseling students and determining action to take in the event of an error.

Program Expectations

Student Nurse Rights and Responsibilities

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

Students have the right to:

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

Students have a responsibility to:

- Be responsible for their own learning and help promote an atmosphere that facilitates maximum learning for clients and fellow learners. A student will not obstruct the learning process of others by causing undue anxiety for any reason, including the monopolization of instructors' time.
- Treat others with respect, civility, and dignity. Address concerns with involved parties effectively in a professional way utilizing skills that include verbal and nonverbal communication, active listening, stress management, and the capacity to recognize and understand the impact of emotions on self and others.
- Satisfy the requirement of scholarship and health and meet the standards of expected prospective members of the nursing profession.
- Maintain compliance status for the various requirements, such as vaccines, licensure status, etc.

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

Student Complaints, Concerns, and Academic Grievances

The Nursing Program encourages students to address concerns and seek resolution at the lowest level possible. Whenever appropriate, students are encouraged to discuss concerns directly with the instructor, faculty member, or individual involved before pursuing a formal grievance. Open communication often allows issues to be resolved promptly and informally. If a concern cannot be resolved through informal discussion, students may pursue resolution through the Bellingham Technical College grievance process outlined below.

Student Grievance

Bellingham Technical College believes in the right of all students to access a fair and equitable review process when a complaint arises. The student wishing to initiate a complaint process must first try to resolve the matter with the appropriate BTC employee. If the informal process with the employee does not reach a resolution, the student may initiate an informal complaint process with the appropriate supervisor (usually a dean or director) within ten business days of the final response from the employee. If the supervisor finds the complaint unsupported or the student does not accept the resolution the supervisor offers, the student may file a formal grievance within five days.

Procedure for Student Grievances: https://catalog.btc.edu/content.php?catoid=9&navoid=213#student-rights-responsibilities

Formal Student Grievance Form: https://cm.maxient.com/reportingform.php?BellinghamTC&layout_id=6

Academic Appeals

Bellingham Technical College believes in the right of all students to receive a fair and equitable review process when a grade complaint arises. The student initiates the academic appeal process by speaking to the course instructor. If the informal process with the instructor does not reach a resolution, the student may initiate a formal appeal process by submitting this completed academic appeal form to the appropriate Dean by the end of the fourth week of the quarter.

Procedure for Academic Appeals: https://cm.maxient.com/reportingform.php?BellinghamTC&layout_id=6

Academic Appeal Form: https://cm.maxient.com/reportingform.php?BellinghamTC&layout_id=5

Program Concerns

If a student wishes to submit an anonymous concern to the Nursing Department, they may do so at the following external link found on the Nursing Department Home Page:
https://btc.instructure.com/courses/2393305/pages/nursing-program-student-complaint-process?module_item_id=75577625

Professional Boundaries

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

As a student nurse at Bellingham Technical College:

- You are designated as a "student nurse" in clinical settings.
- You cannot perform skills from previous jobs or certifications in clinical settings.
- Always work under the guidance of nursing faculty or preceptors.
- Skills must not be performed until covered in the Nursing Program, even if you have prior experience unless directly supervised by clinical faculty.

Regarding client interactions:

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

Faculty, Student, and Patient Professional Boundaries and Relationships

The Bellingham Technical College Nursing Department is committed to maintaining a professional learning and clinical environment that supports safety, equity, and ethical practice. Professional boundaries are essential in all educational and patient-care relationships.

Faculty members, clinical instructors, preceptors, and instructional staff hold positions of authority and influence over students. Romantic, sexual, or intimate relationships between nursing faculty/instructional staff and students currently enrolled in the Nursing Program are strictly prohibited, regardless of mutual consent or evaluative role. Such relationships constitute a boundary violation due to the inherent power differential.

Similarly, students must not engage in romantic, sexual, or intimate relationships with patients or clients encountered through program-related clinical, simulation, or educational activities. Professional boundaries with patients must be maintained at all times in accordance with nursing ethical standards.

Faculty and students are expected to maintain clear professional boundaries and avoid conduct that compromises objectivity, trust, or safety. Violations of professional boundary expectations will be addressed through applicable academic, administrative, or employment processes and may result in corrective action, up to and including dismissal or contract non-renewal.

Behavior

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

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

Behavior Not Meeting Program Standards

Nursing students are legally responsible for their acts, commissions, and/or omissions. Nursing faculty are responsible for any acts of their students in the clinical area; therefore, it is necessary for the student and the nursing faculty to evaluate unsafe behavior. Any student demonstrating unsafe behavior (including violation of the WAC chapter 246-840) is subject to removal from the clinical setting and subsequently unable to progress in the program. Faculty will use principles of “Just Culture” and the Student Practice Event Evaluation Tool, also known as the SPEET rubric, when

counseling students and determining action to be taken for unsafe clinical performance and/or behavior not meeting program standards.

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

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

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

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

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

Progressive Discipline

Disciplinary warnings within the Nursing Program are implemented in accordance with the principles of progressive discipline. Progressive discipline is a fair and systematic approach designed to address concerns related to academic

performance, clinical performance, professional behavior, adherence to Nursing Program policies, and student progress toward meeting program outcomes and standards. The following guidelines outline the progressive disciplinary process:

Verbal Warning

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

Written Warning

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

The written warning will clearly outline the specific concerns, identify relevant Nursing Program expectations, course requirements, clinical standards, or college policies, and explain the need for improvement.

The student will receive a copy of the written warning and be able to review it.

Review Meeting

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

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

This meeting aims to promote open communication, clarify expectations, and explore opportunities for improvement.

Recommendations for Success/Remediation

Recommendations for success and remediation will be determined based on:

- Individual course outcomes and objectives
- Clinical Agency Requirements
- Washington Administrative Code (WAC) and professional standards applicable to nursing practice

These recommendations will be tailored to address the specific concerns identified and may include academic support, skill development activities, remediation plans, increased faculty consultation, counseling, or other relevant interventions.

Progress Monitoring

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

Escalation

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

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

Safety Violations and Dismissal

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

Dismissal due to safety violations will be determined through a review process involving the Program Director, Nursing Program faculty, and other appropriate college personnel as needed. The decision to dismiss a student in such cases will be based on the severity of the safety violation and its actual or potential impact on patient care, clinical partners, the learning environment, and the reputation of the Nursing Department.

Students who believe that a disciplinary action, remediation plan, or dismissal decision was applied inconsistently with Nursing Program policies or college procedures have the right to utilize the college's grievance process. Information regarding grievance procedures, timelines, and student rights can be found in the Bellingham Technical College Grievance Process section of this handbook, online, and through applicable college policies.

Students dismissed from the Nursing Program remain subject to the college's published tuition and fee refund schedule. Any tuition or fee refunds will be processed in accordance with college policy and will depend upon the student's official withdrawal date and the timing of the dismissal within the academic quarter.

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

The Nursing Program is committed to applying its policies fairly, consistently, and transparently. Students are encouraged to discuss concerns directly with program faculty or leadership and retain the right to pursue the college grievance process if they believe a decision or process has been unfairly administered.

Exit from the Program

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

College Services and Organizations

Student Support Services

BTC Nursing Department is committed to supporting our in-program and pre-program students. The program's support staff provides coaching, support, and guidance to help students 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 and funding resources, assist with job searches, and help review resume and job application materials.

- **Nursing Support Specialist** – focuses on in-program students by providing coaching, support and guidance for success and assists with employment readiness.
- **Nursing Program Specialist** – Assists in-program students with seat offers, registration, event planning and coordination, and schedules meetings with the nursing program director.
- **Nursing Program Instructional Technicians** assist students in the skills and simulation labs.
- **College Navigator** – provides pre-program educational plans and supports preparation for application to the program.

Accessibility Resources

BTC and your instructor are committed to the principle of universal learning. This means that our classrooms, our virtual spaces, our practices, and our interactions be as accessible as possible. If you have a disability, such as difficulty reading, hearing, or seeing content, health or mobility challenges, or any other difficulties that might negatively impact your access to this course, you may be eligible for academic accommodations from our Accessibility Resources office. If you feel you may qualify for an accommodation, fill out the AR application at http://www.btc.edu/ARApplication, ideally at the start of the quarter. (You may contact them at any time during the quarter.) The AR office is located in the College Services Building, Room 106-C. Call 360.752.8576 or email ar@btc.edu. If you qualify for academic accommodations, AR will forward a letter of accommodation to your instructor, who will work out the details of any accommodations needed for this course with you. IMPORTANT: Students must renew their accommodations each quarter they would like to use them. Accommodations are not retroactive. **If a student requires accommodations while in the Nursing Program, it is the student's responsibility to contact Accessibility Resources (AR) each quarter and follow AR policies and procedures.**

Title IX

Bellingham Technical College strives to provide a safe environment in which students and employees can pursue their education and/or employment free from the detrimental effects of sex-based harassment, which includes sexual harassment. Prohibited sex-based harassment includes quid pro quo harassment, hostile environment harassment, pregnancy or related conditions discrimination, sexual violence, sexual assault, dating violence, domestic violence, and stalking.

If you or someone you know has experienced sex discrimination or harassment, we encourage you to speak with the Title IX Coordinator to discuss reporting options, supportive measures, and interim protective measures that are available to support you or your friend at BTC. Title9@btc.edu / 360-752-8305 / File a Report (https://cm.maxient.com/reportingform.php?BellinghamTC&layout_id=3)

If you are pregnant or experiencing related conditions (miscarriage, termination, childbirth, lactation), you may contact the Title IX Coordinator to request reasonable modifications to ensure continued access to your educational program. Title9@btc.edu / 360-752-8305 / Request Reasonable Modifications (https://cm.maxient.com/reportingform.php?BellinghamTC&layout_id=11)

Counseling

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

ELL Academic Adjustments

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

Tutoring Center

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

Opportunities for Student Input

Students have opportunities for input in the following areas:

- **Nursing Student Governance Advisory Committee (NSGAC):** 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 determining the program policies and procedures, curriculum planning, and evaluation. Student representatives should solicit input from their cohort and develop a meeting agenda accordingly. Student representatives are responsible for communicating with their cohort after the meeting.
- **Advisory Committee** meetings, which meet at least twice a year.
- **The Student Nurse Organization (SNO)** meets regularly, generally twice monthly, and participates in and plans activities. SNO aids in preparing 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 Department has two student council senators, one from the first year and one from the second year. Each cohort additionally has a representative who can also act as an alternate senator. ASBTC meets weekly on Wednesdays at lunch.
- **Faculty Evaluations:** students provide feedback on their lead and clinical faculty each quarter.
- **Curriculum Evaluations:** are included with each course, theory, and clinical.
- **Clinical Site Evaluations:** for each clinical experience.
- **Graduate Satisfaction Survey.**
- **Student Satisfaction Survey.**

Throughout the program, students are expected to actively plan, implement, and evaluate their education.

Campus Emergencies

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

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

Nursing Department Contracts, Agreements & Forms

The following forms need to be signed and submitted to your instructor:

- Nursing Department Student Contact Information Form
- Nursing Department Handbook Statement of Understanding
- Confidentiality Agreement
- BTC Nursing Department Testing Process
- Informed Consent for Coursework Requiring Human Subjects
- Simulation Lab Participation Agreement
- Medical Policy Statement of Agreement
- Covid-19 Fact Sheet & Assumption of Risk
- Classroom Recording Agreement
- Photo Release Form
- Student Release of Records for Reference or Recommendation

The following forms are in ACEMAPP and DO NOT need to be submitted to your instructor.

- Disclosure and Authorization Form
- Criminal History Self-Disclosure Form
- Health Status Report/Physical Exam

BTC Nursing Department

Student Contact Information Form

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

Student Information

Name: _____

Mailing Address: _____

Phone: _____

Text ok? ☐Yes ☐No

Email Address: _____

Emergency Contact Information

Name of emergency contact: _____

Relationship: _____

Phone: _____

Text ok? ☐Yes ☐No

Email Address: _____

BTC Nursing Department

Handbook Statement of Understanding

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

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

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

Student Signature: _____ Date: _____

Student ID Number: _____

If you have any questions or need clarification regarding the Nursing Department Handbook, please do not hesitate to contact the Nurse Administrator.

BTC Nursing Department

Confidentiality Agreement

Student name (print):

The Nursing student has access to information regarding clients in various 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 the Nursing Department Student Handbook and the Student Code of Conduct.

Student Signature: Date:

Exam Process

BTC Nursing Department is committed to transparency and deeply values student participation in the continuous improvement of our nursing education. This comprehensive testing policy outlines our exam creation, review, and feedback processes and underscores our belief that transparency fosters trust and that student input is essential for our program's enhancement.

Note: This testing policy aims to ensure the integrity, fairness, and reliability of the Nursing Department's examination process while providing students with opportunities for review and improvement. Students are encouraged to consult their faculty for clarifications or further information regarding this policy.

1. Exam Creation and Content:

- Exams within the Nursing Department are created by faculty members using various resources, including testbanks, ATI questions, and other reliable sources.
- Each exam is specifically designed to assess the content covered in the respective module and may include information from assigned readings in the textbook, ATI modules, in-class lectures, group work, and case studies.
- It is important to note that exams may contain material not explicitly covered in class and previously mastered material.

2. Faculty Exam Committee:

- Exams are developed by faculty and reviewed by a faculty exam committee composed of full-time faculty members.
- The committee is responsible for ensuring the quality and relevance of exam content.

3. Initial Exam Review:

- After students complete an exam, the faculty member administering the exam will conduct an initial review of the results.
- During this review, faculty will assess the overall class performance, calculate the average score, and evaluate individual item performance.
- If necessary, the faculty may identify questions that require revision and an adjustment may be made to student grades.

4. In-Depth Review by Faculty Exam Committee:

- An exam undergoes an in-depth review by the faculty exam committee if any of the following criteria are met:
    - The class as a whole averages less than 80% on the exam.
    - More than 40% of the class scores below 80%.
    - Faculty determines that a significant adjustment (more than a 5-point adjustment) is required.
- This comprehensive review may result in student grades being adjusted.

5. Processing Time for Exam Review:

- Students may experience a delay of up to five business days between completing an exam and receiving grades to allow sufficient time for the review process by the faculty exam committee.

6. Exam Question Analysis:

- During the review, the faculty exam committee carefully analyzes the exam, question wording, and alignment with the assigned material in the module.
- Adjustments are made as necessary to ensure fairness, accuracy, and to reduce bias.

7. Unique Exams Each Quarter:

- Exams will be unique for each quarter, with questions from the exam repository specific to each course. This practice helps maintain exam integrity and prevents students from accessing previous exam content.

8. Individual Exam Review for Students:

- Individual exams are reviewed under the following conditions:
  - The student's combined average score on four exams falls between 78% and 80%.
  - If a student's average score on module exams is below 78% after all exams for the quarter are completed, they are not eligible for an exam review by the committee.

9. Exam Feedback:

- Exam feedback will not impact the current exam score.
- Students can provide feedback on their exams through the "Exam Feedback Report" link available on the Canvas Nursing Department Homepage.
- The Exam Feedback Report aims to gather valuable insights from students to improve the quality of future exams, identify any issues with question clarity or content alignment, and enhance the overall testing experience.
- The faculty and administration value student input and will use the feedback received to continuously improve the examination process.
- Only professional feedback will be considered.

Please submit your exam feedback in SBAR format to the appropriate link on the Nursing Department Homepage on

Canvas:

1. Select your course: [Course list options]

2. Module Exam: [list options 1,2,3,4,Dosage]

3. Situation (one-sentence description of the issue):

4. Background (details that are important to understand the issue):

5. Assessment (your position on the issue, supported by at least two references):

6. Recommendation (your specific method for solving the issue):

_____ _____

Student Signature Date

_____

Printed Name

BTC Nursing Department

Informed Consent for Coursework Requiring Human Subjects

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 in 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 incidents to my voluntary participation. I agree to abide by the policies and procedures of **Bellingham Technical College** and the course's instructor as they relate 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:

Simulation Lab Participation Agreement

Student's Name (print):

Fiction Contract

The Bellingham Technical College Nursing Department 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. 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 best of your ability, 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 in any clinical setting.

Confidentiality Agreement

During your participation in scenarios in the BTC Simulation Lab, you will observe the performance of other nursing students in managing situations that are intended to be challenging. Due to the unique aspects of simulation education, you are asked to keep all information regarding your fellow students' performance and the scenarios' details confidential. 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 shows your lack of HIPPA understanding and can negatively affect your classmates' learning during simulation scenarios.

Audiovisual Recording Understanding

Recordings are made during simulation scenarios to facilitate 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 from the participants. Students should act professionally when reviewing recorded simulation scenarios and be mindful of each other's feelings.

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. 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 Department.

Student Signature:_____ Date:_____

BTC Nursing Department

Medical Policy Statement of Agreement

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 the start of clinical rotations.

Student Signature:_____ Date: _____

Covid-19 Fact Sheet & Assumption of Risk

Student name (print):_____

Novel Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person. The virus that causes COVID-19 is a new (novel) coronavirus that has spread worldwide. COVID-19 symptoms can range from mild (or no symptoms) to severe illness. You can become infected by coming into close contact (about 6 feet or two arm lengths) with someone with COVID-19. COVID-19 is primarily spread from person to person. You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks. You may also get it by touching a surface or object with the virus on it and then by touching your mouth, nose, or eyes. A person infected with the coronavirus may be asymptomatic, suffer mild discomfort, or experience severe illness, including death.

Persons in the following categories are at high risk of suffering severe illness from COVID-19:

- 65 years or older;
- Living in a nursing home or long-term care facility;
- People of all ages with underlying medical conditions, particularly if not well-controlled, including persons with:
    - Chronic lung disease or moderate to severe asthmas;
    - Serious heart conditions;
    - Immunocompromised;
    - People with severe obesity (body mass index [BMI] of 40 or higher);
    - People with diabetes;
    - People with chronic kidney disease undergoing dialysis;
    - People with liver disease.

Students who are at high risk should contact their lead faculty and/or Dean as soon as possible to discuss their options for continuing in program clinical lab courses.

All health programs providing direct hands-on care in on-campus labs and clinical practice sites in the community must be current on their COVID-19 vaccinations. No exemptions to full COVID-19 vaccination will be accepted. This requirement applies equally to all students, faculty, and staff who work with students. To be considered fully vaccinated for COVID-19, two weeks must have passed since the date of the second dose or first dose for the one-dose vaccine. In the event a COVID-19 booster dose is required by clinical partner agencies, students will be required to provide proof of this vaccination.

To participate in the clinical rotations, students must adhere to 1) COVID-19 vaccine requirement, 2) standard precautions, 3) transmission-based precautions by wearing Personal Protective Equipment (PPE) and 4) hand hygiene practices to minimize infection spread when caring for patients during clinical. Students should not come to clinical ill and may be required to participate in COVD-19 screenings.

While participating in the clinical program, I agree to adhere to the following requirements:

- If I am sick and/or exhibiting any potential signs of COVID-19, e.g., fever (100.4F), cough, shortness of breath or difficulty breathing, sore throat, runny nose, body aches, new loss of taste or smell, chills, diarrhea or vomiting, I will notify my clinical faculty immediately and not attend clinical or on-campus activities.
- During clinical rotations, I will adhere to the CDC infection control guidance for healthcare professionals and implement standard and transmission-based precautions when caring for patients.
- I will follow clinical partner agency policies and procedures, including but not limited to COVID-19 screenings and COVID-19 vaccination requirements, and ask my clinical faculty to clarify any questions I may have prior to caring for patients.

Assumption of the Risk

I understand and acknowledge that I am currently enrolled in a Bellingham Technical College Nursing or Allied Health program. In order to complete my studies in Nursing or Allied Health, I have chosen to participate in the assigned clinical rotations. I have been instructed regarding COVID-19 vaccination, universal safety precautions, and transmission-based precautions to adhere to while completing my clinical experience. I understand, however, that in completing my clinical rotation at a healthcare agency during the COVID-19 outbreak, some inherent risks may not be eliminated regardless of the care taken to avoid injury/infection. Such risks include, but are not limited to, respiratory failure, organ failure, death, exasperation of existing health conditions, stress, social-stigmatization, and/or spreading the infection to others. I voluntarily choose to participate in-person at my clinical program with full knowledge that the activities may be hazardous. I voluntarily assume full responsibility for any risks of injury, illnesses, loss, or death. I further voluntarily assume full responsibility for all such damages caused to others by my conduct. I understand that if I am a person in a high-risk category, I may withdraw from the program without penalty and return when it is safe to attend clinical in-person.

I certify I have read and understand and am competent to sign this document. I hereby voluntarily sign this document and knowingly assume the above-described risks and responsibilities associated with completing my clinical program at the assigned clinical partner agencies.

Student Name (print): _____

Student Signature: Date:

Classroom Recording Agreement

Student Name: _____

Creating a safe learning environment is important to us at Bellingham Technical College. While studying at Bellingham Technical College's Nursing Department, you will have access to various learning and teaching events and materials that may, in some way, be protected by privacy, copyright, and data protection laws. It is essential that you understand that you will need to observe privacy laws when using these resources. **Students who have approved recording accommodations through the Accessibility Resources (AR) Office are exempt from completing this form; however, all recordings remain subject to the expectations and restrictions outlined below.**

- Permission to Record: Students must request permission from the faculty for each instance of recording in the classroom or lab.

- Notification: Faculty will inform all students in the class, including guest speakers, when recording permission has been granted.

- Educational Use Only: Recordings are strictly for facilitating student learning and must not be used for any other purpose.

- No Public Sharing: Recordings may not be shared, posted on publicly accessible web platforms (e.g., Facebook, YouTube), published, sold, or used in any way beyond private study.

- Record Deletion: Students are required to delete all recordings at the end of each course.

- Copyright Compliance: Public distribution of recorded materials may violate federal or state copyright laws or College policy.

- Disciplinary Consequences: Violation of this policy may result in disciplinary action against the student.

- Seek Clarification: Students are encouraged to seek clarification on this policy from the faculty or dean if needed.

Student Signature: _____ Date: _____

Photo Release Form

Bellingham Technical College

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

RELEASE FORM

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

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

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

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

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

DATE _____

PROGRAM _____

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

Others in Photo/Video : _____

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

Revised September 14, 2018

BTC Student Release of Records for Reference or Recommendation

Bellingham TECHNICAL COLLEGE

STUDENT RELEASE OF RECORDS FOR REFERENCE OR RECOMMENDATION

(Family Educational Rights and Privacy Act of 1974)

TO BE FILLED OUT BY THE STUDENT ONLY

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

_____

_____

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

PLEASE PRINT FULL NAME

BTC Instructor/Staff All BTC Nursing Faculty & Staff

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

_____ _____

Signature of Student **Date**

SID # (optional) _____

Copy: Instructor (keep on file) **Copy: Student (optional)** h:\ferpa 2 intranet release 4/17/12

Appendix: Course Descriptions

Early Program (Prerequisite) Courses

BIOL& 160 General Biology w/Lab **5 Credits**

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

BIOL& 241 Human Anatomy & Physiology 1 **5 Credits**

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

BIOL& 242 Human Anatomy & Physiology 2 **5 Credits**

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

BIOL& 260 Microbiology **5 Credits**

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

CHEM& 121 Intro to Chemistry **5 Credits**

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

ENGL& 101 English Composition I **5 Credits**

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

CMST& 210 Interpersonal Communications **5 Credits**

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

HUM& 101 Intro to Humanities **5 Credits**

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

HIST& 146 US History I **5 Credits**

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

HIST& 147 US History II **5 Credits**

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

HIST& 148 US History III **5 Credits**

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

SPAN& 121 Spanish I **5 credits**

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

Five Credits of Communications. Options to include:

CMST& 220 Public Speaking **5 Credits**

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

ENGL& 102 English Composition II **5 Credits**

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

ENGL& 235 Technical Writing **5 Credits**

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

Practical Nursing (PN) Courses

NURS 113 PN Introduction to Health Concepts **4 Credits**

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

NUTR 113 PN Nutrition in Healthcare I **1 Credit**

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

PHIL 113 PN Ethics and Policy in Healthcare I **1 Credit**

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

PSYC 113 PN Psychosocial Issues in Healthcare I **1 Credit**

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

NURS 114 PN Introduction to Health Concepts-Clinical Lab **6 Credits**

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

NURS 123 PN Health and Illness Concepts 1 **5 Credits**

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

NUTR 123 PN Nutrition in Healthcare II **1 Credit**

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

PSYC 123 PN Psychosocial Issues in Healthcare II **1 Credit**

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

NURS 124 PN Health and Illness Concepts 1- Clinical Lab **6 Credits**

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

NURS 133 PN Health and Illness Concepts 2 **3 Credits**

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

NUTR 133 PN Nutrition in Healthcare III **1 Credit**

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

PSYC 133 PN Psychosocial Issues in Healthcare III **2 Credits**

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

NURS 134 PN Health and Illness Concepts 2- Clinical Lab **6 Credits**

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

DTA/MRP Associate Degree Nursing (RN) Courses

NURS 110 Introduction to Health Concepts **4 Credits**

This 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, safety, basic principles of pharmacology, and foundational nursing skills.

NURS 115 Introduction to Health Concepts-Clinical Lab **6 Credits**

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

NUTR 110 Nutrition in Healthcare I **1 Credit**

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

PHIL 110 Ethics and Policy in Healthcare I **1 Credit**

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

PSYC 110 Psychosocial Issues in Healthcare I **1 Credit**

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

NURS 120 Health and Illness Concepts 1 **5 Credits**

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

NURS 125 Health and Illness Concepts 1- Clinical Lab **6 Credits**

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

NUTR 120 Nutrition in Healthcare II **1 Credit**

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

PSYC 120 Psychosocial Issues in Healthcare II **1 Credit**

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

NURS 130 Health and Illness Concepts 2 **3 Credits**

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of comfort, immunity, oxygenation, perioperative care, sensory perception, sexuality, addiction, family, stress, and coping, teaching, and learning, advocacy, ethics, informatics, safety, and care of the family are introduced.

NURS 135 Health and Illness Concepts 2- Clinical Lab **6 Credits**

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

NUTR 130 Nutrition in Healthcare III **1 Credit**

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

PSYC 130 Psychosocial Issues in Healthcare III **2 Credits**

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

NURS 210 Acute Health Concepts **5 Credits**

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

NURS 215 Acute Health Concepts- Clinical Lab **6 Credits**

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

NUTR 210 Nutrition in Healthcare IV **1 Credit**

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

PHIL 210 Ethics and Policy in Healthcare II **1 Credit**

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

NURS 220 Complex Health Concepts **4 Credits**

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on alterations in sexual function; reproductive health promotion, prevention and care; maternal newborn and women's health.

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, Nutrition in Healthcare V, and Psychosocial Issues in Healthcare IV. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at inpatient regional facilities with focus on specialty nursing areas.

NUTR 220 Nutrition in Healthcare V **1 Credit**

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

PSYC 220 Psychosocial Issues in Healthcare IV **1 Credit**

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

NURS 230 Professional Nursing Concepts **3 Credits**

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

NURS 235 Professional Nursing Concepts- Clinical Lab **6 Credits**

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

PHIL 230 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.