

**WESTERN NEBRASKA COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
ADN NURSING PROGRAM STUDENT HANDBOOK**

2024-2025

The Associate Nursing program at Western Nebraska Community College in Scottsbluff, NE is accredited by the:

**Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000**

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Nursing program is initial Accreditation

View the public information disclosed by the ACEN regarding this candidate program at <http://www.acenursing.com/candidates/candidacy.asp>



Approved By:

**Nebraska State Board of Nursing
P.O Box 95007
Lincoln, NE 68509
402.471.4971**

This ADN Nursing Program Student Handbook is your guide for the academic program and success. Students are subject to all College Policies and Regulations as presented in the official WNCC catalog and student handbook. This student handbook presents additional information applicable to your program of study. Keep this program handbook available for reference.

**WESTERN NEBRASKA COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
NURSING FACULTY AND ADMINISTRATION DIRECTORY**

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 Registrar 308-635-6013
 Tutoring..... 308-635-6153
 Financial Aid..... 308-635-6011
 Library..... 308-635-6040
 Bookstore 308-635-6066
 Business Office 308-635-6020



**2024-2025
Academic Year
and
Summer 2025
Calendars**

FALL SEMESTER 2024

August 2024	
12 (M)	Faculty (175- & 220-day) contract days begin for Fall 2024
16 (F)	Tuition & Fees due for Fall 2024
19 (M)	Fall 2024 full-term and 1st 8-week sessions begin
20 (T)	Last day to a class without faculty consent for full-term and 1st 8-week sessions
23 (F)	<ul style="list-style-type: none"> • Last day to drop without penalty 1st 8-week session classes • Last day to add a class with faculty consent 1st 8-week session classes • Census date for 1st 8-week session
30 (F)	<ul style="list-style-type: none"> • Last day to drop without penalty full-term session classes • Last day to add a class with faculty consent full-term session classes • Census date for full-term session
September 2024	
2 (M)	Labor Day (College closed) (non-contract day for faculty)
20 (F)	Last day to withdraw from 1st 8-week classes/session
October 2024	
10 (Th)	Last day of classes for the 1st 8-week session
11 (F)	Finals for 1st 8-week session classes
11 (F)	Midterm for Fall 2024
14 & 15 (M & T)	Fall Break (no classes) (contract days for faculty)
15 (T)	Grades due @ midnight for 1st 8-week classes
16 (W)	2nd 8-week session begins
17 (Th)	Last day to add a class without faculty consent 2nd 8-week session

22 (T)	<ul style="list-style-type: none"> • Last day to drop without penalty 2nd 8-week session classes • Last day to add a class with faculty consent 2nd 8-week session classes • Census date for 2nd 8-week session
23 (W)	Last day to withdraw from full-term classes/session
28 - 31 (M & Th)	Advising Week
28 (M)	Registration begins for Spring and Summer 2025
November 2024	
1 (F)	Advising Week
15 (F)	Last day to withdraw from 2nd 8-week classes/session
27 – 29 (W – F)	Thanksgiving Holiday (no classes) (faculty non-contract days) College closes noon on Wednesday, November 27
December 2024	
6 (F)	Last day of classes for Fall 2024 full-term and 2nd 8-week session classes
9 - 13 (M – F)	Finals
17 (T)	<ul style="list-style-type: none"> • Grades due @ midnight for full-term and 2nd 8-week session classes • Last contract day for faculty (175- & 220-day) for Fall 2024
25 – 31 (M – T)	Winter Break (college closed)

16 weeks of instruction
74 days of instruction – 14M, 15T, 15W, 15Th, & 15F
5 days of finals
6 days of no classes (holidays and break) 88
contract days (175- & 220-day faculty)

SPRING SEMESTER 2025

January 2025	
1 (W)	Winter Break (College closed)
6 (M)	Faculty (175- & 220-day) contract days begin for Spring 2025
10 (F)	Tuition & fees due for Spring 2025
13 (M)	Spring 2025 classes begin
14 (T)	Last day to a class without faculty consent for full-term and 1st 8-week session
17 (F)	<ul style="list-style-type: none"> Last day to drop without penalty 1st 8-week session classes Last day to add a class with faculty consent 1st 8-week session classes Census date for 1st 8-week session
24 (F)	<ul style="list-style-type: none"> Last day to drop without penalty full-term session classes Last day to add a class with faculty consent full-term session classes Census date for full-term session
February 2025	
12 (W)	Last day to withdraw from 1st 8-week classes/session
March 2025	
4 (T)	Last day of classes for 1st 8-week session
5 (W)	Finals for 1st 8-week session classes
6 (Th)	Midterm for Spring 2025
7 (F)	Grades due @ midnight for 1st 8-week session classes
10 – 14 (M – F)	Spring Break (no classes) (non-contract days for faculty)
17 (M)	2nd 8-week session begins
18 (T)	Last day to a class without faculty consent for 2nd 8-week session
21 (F)	<ul style="list-style-type: none"> Last day to drop without penalty 2nd 8-week session classes Last day to add a class with faculty consent 2nd 8-week session classes Census date for 2nd 8-week session
26 (W)	Last day to withdraw from full-term classes/session
31 (M)	Advising Week
31 (M)	Registration begins for Fall 2025 classes
April 2025	
1 – 4 (T – F)	Advising Week
17 (Th)	Last day to withdraw from 2nd 8-week classes/session

18 (F)	Spring Holiday (College closed) (non-contract day for faculty)
24 (Th)	District Music Contest (no FTF classes Scottsbluff campus only)
May 2025	
2 (F)	Last day of classes for Spring 2025 full-term and 2nd 8-week session
5 – 9 (M – F)	Finals
10 (Sat)	2025 Graduation
13 (T)	Grades due @ midnight for full-term and 2nd 8-week session classes
14 (W)	Last contract day for Spring 2025 for 175- and 220-day faculty
15 – 21 (Th – T)	Hiatus for 220-day faculty (non-contact days)

16 weeks of instruction

74 days of instruction – 15M, 15T, 15W, 15Th, & 14F

5 days of finals

6 days of no classes (holidays and break) (7 days for Scottsbluff with District Music Festival) 87 contract days (175- & 220-day faculty)

SUMMER SEMESTER 2025

May 2025	
21 (W)	Faculty (220-day) contract days resume
26 (M)	Memorial Day (College closed) (non-contract day for faculty)
27 (T)	Summer 2025 10-, 8-, and 1st 5-week sessions begin
29 (Th)	<ul style="list-style-type: none"> Last day to drop class without penalty 1st 5-week session classes Last day to add a class with faculty consent 1st 5-week session classes
June 2025	
2 (M)	<ul style="list-style-type: none"> Last day to drop class without penalty 8-week session classes Last day to add a class with faculty consent 8-week session classes
4 (W)	<ul style="list-style-type: none"> Last day to drop class without penalty 10-week session classes Last day to add a class with faculty consent 10-week session classes
13 (F)	Last day to withdraw from 1st 5-week classes/session
25 (W)	Last day to withdraw from 8-week classes/session
27 (F)	Last day of the 1st 5-week session
30 (M)	2nd 5-week session begins
July 2025	
1 (T)	Grades due @ midnight for 1st 5-week session classes
2(W)	<ul style="list-style-type: none"> Last day to drop class without penalty 1st 5-week session classes Last day to add a class with faculty consent 1st 5-week session classes
4 (F)	Independence Day Holiday (College closed) (non-contract day for faculty)
7 (M)	Last day to withdraw from 10-week classes/session
18 (F)	Last day of the 8-week session
18 (F)	Last day to withdraw from 2nd 5-week classes/session
22 (T)	Grades due @ midnight for 8-week session classes
24 (Th)	Last contract day for 220-day faculty
August 2025	
1 (F)	Last day of the 10-week and 2nd 5-week sessions
5 (T)	Grades due @ midnight for 10-week and 2nd 5-week sessions
5 (T)	Last day for faculty on Summer 2025 contract

1st 5-week session: 24 days of instruction

2nd 5-week session: 25 days of instruction

8-week session: 38 days of instruction

10-week session: 48 days of instruction

45 contract days (220-day faculty)

*Calendars for 228-day faculty (librarians) are established in consultation with Dean of Instruction for

Teaching, Learning, and Online and Human Resources.

Calendar dates are subject to change

Western Nebraska Community College

**Health Sciences Division
Nursing Program**

August 19, 2024 – May 10, 2025

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Western Nebraska Community College

Student Handbook Information

- *The complete WNCC Student Handbook can be found on the WNCC website using the link: [Student Life/Student Services](#)*

Academic Integrity & Misconduct

Academic integrity forms a fundamental bond of trust between colleagues, peers, instructors, and students, and it underlies all genuine learning. At WNCC, there is no tolerance for plagiarism or academic dishonesty in any form, including unacknowledged “borrowing” of proprietary materials, copying answers or papers, using crib sheets or unauthorized help during exams, altering tests, or passing someone else’s work as one’s own. A student can be accused of an academic integrity policy violation by an instructor, staff member or another student(s). Please see AP-561 “Academic Integrity” for more specific and detailed information.

A breach of ethics or act of dishonesty can result in:

- Failure of graded material, including, but not limited to, an assignment, paper, project, quiz, or an exam within a course.
- Failure of an entire course
- Suspension or expulsion from the College

Any form of academic dishonesty represents a grave breach of personal integrity and of the rules governing WNCC’s community of learners. Acts of academic dishonesty include, but are not limited to:

- Cheating: Misrepresenting one’s own knowledge or abilities through the use of unauthorized materials, devices, or assistance from others (or assisting others in their attempts to cheat).
- Collusion: Two or more persons coordinating their efforts to misrepresent one’s individual efforts towards a course or assignment.
- Fabrication: Deliberately inventing or falsifying information or making false statements to avoid submitting an assignment or exam by the scheduled due date.
- Plagiarism: Using someone’s words, ideas, or data without providing appropriate acknowledgement.

Campus Resources

(Include but are not limited to)

Academic Testing & Tutoring Center

Tutoring

Math Center

Writing Lab

Child Care

Computer labs/Print Stations

Cougar Cupboard Food Pantry

Disability Student Services

Diversity & Inclusion

Housing & Dining Services

International Student Support Services

Library Resource Center

eHelp

Lost & Found

Military & Veteran's Services

Single Parents Program (SPiN)

TRIO

Students Rights & Responsibilities

(Include but not limited to)

Campus Security Act

Clery Act

Consumer Information & Federal Student Right to Know Act

Copy Right Information

Equal Access Policy

Family Educational Rights and Privacy Act (FERPA)

Non-Discrimination Statement

Sex Offender Registration Act

Student Complaint Process

Title IX

Title IX and Response to Allegations of Sexual Harassment

Student Code of Conduct

(Include but not Limited to)

Student Discipline Procedures

Hearing Procedures

Appeals

Audio/Visual Recordings

Except where a student is entitled to make an audio or video recording of class lectures and discussions as an educational accommodation determined through the student's interactive process with college disability services, a student may not record lectures or classroom discussions unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur.

A student granted permission to record may use the recording only for his or her own study and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

Credit Hours and Out-of-Classroom Preparation

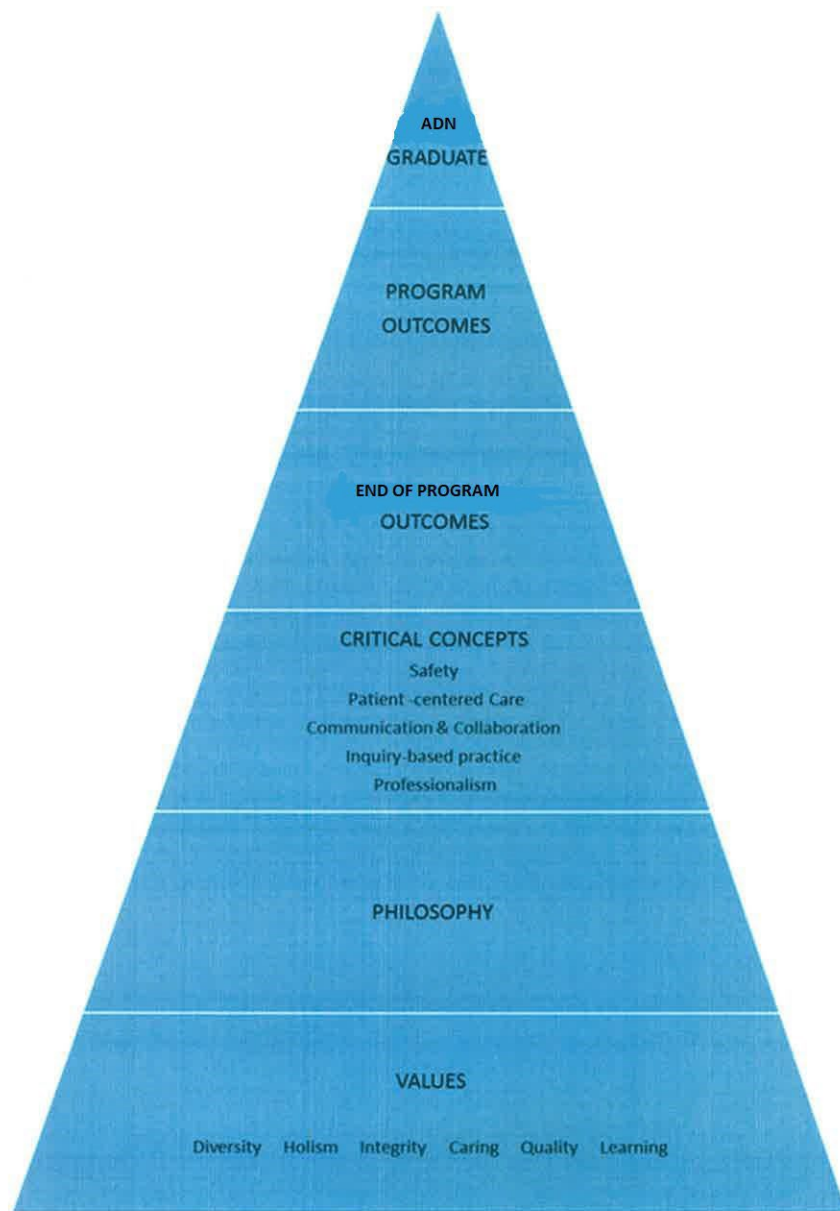
WNCC credit hour assignments comply with the Federal Credit Hour definition. At WNCC, a semester **credit hour** is normally granted for the satisfactory completion of one 50-minute session (contact hour) of classroom instruction per week for a semester of not less than 15 weeks; two to three contact hours are required for laboratories to award a single credit hour. Other differences may occur depending on instructional delivery.

On average, for lecture courses, one credit hour requires three hours of effort on the part of the student per week – **one hour of class and two hours of out-of-class time to accomplish readings and out-of-class assignments in preparation for successful completion of the course requirements.** Some students may require more preparation time for some classes and for some classes, less time. For a three-hour lecture course, a student should plan on a minimum of three hours a week in class and a minimum of six hours a week spent on out-of-class preparation.

**Western Nebraska Community College
ADN Nursing Program Information**

Mission Statement

The ADN Nursing Program at Western Nebraska Community College shall be student-centered with open access for diverse, underserved populations. The ADN Nursing Program shall provide quality instruction to students for entry-level positions in nursing. The ADN Nursing Program shall promote community service, student growth, continued career development and life-long learning.



**Western Nebraska Community College
ADN Nursing Program Information**

Organizational Framework

The organizational framework, developed by the WNCC nursing faculty aligns with the nursing mission and philosophy and provides direction and organization to nursing curriculum. The Nursing Process, Maslow's Hierarchy of Needs and Tanner's Model of Clinical Judgment provides a framework for growth in knowledge and content specific clinical reasoning, towards the achievement of five critical concepts; safety, patient-centered care, communication & collaboration, inquiry-based practice, and professionalism. Knowledge and clinical reasoning skills are nurtured across the curriculum.

Maslow's Hierarchy of Needs provides a framework for viewing human beings holistically and assists the learner to identify and prioritize patient needs. The nursing process is a clinical systematic model for provision of individualized quality patient-centered nursing care. Tanner's Model of Clinical Judgement develops students' critical thinking, clinical reasoning and judgement. The five critical concepts are essential for artful and evidence-based nursing practice and are leveled student learning outcomes developing to end-of program student leaning outcomes.

Reviewed/Revised/Approved 6/28/23

Western Nebraska Community College ADN Nursing Program Information

Philosophy

The WNCC nursing faculty members shall provide high quality nursing education. Important to nursing education is the understanding that all nurses are essential partners in meeting the needs of patients in a complex health care system. The WNCC nursing faculty:

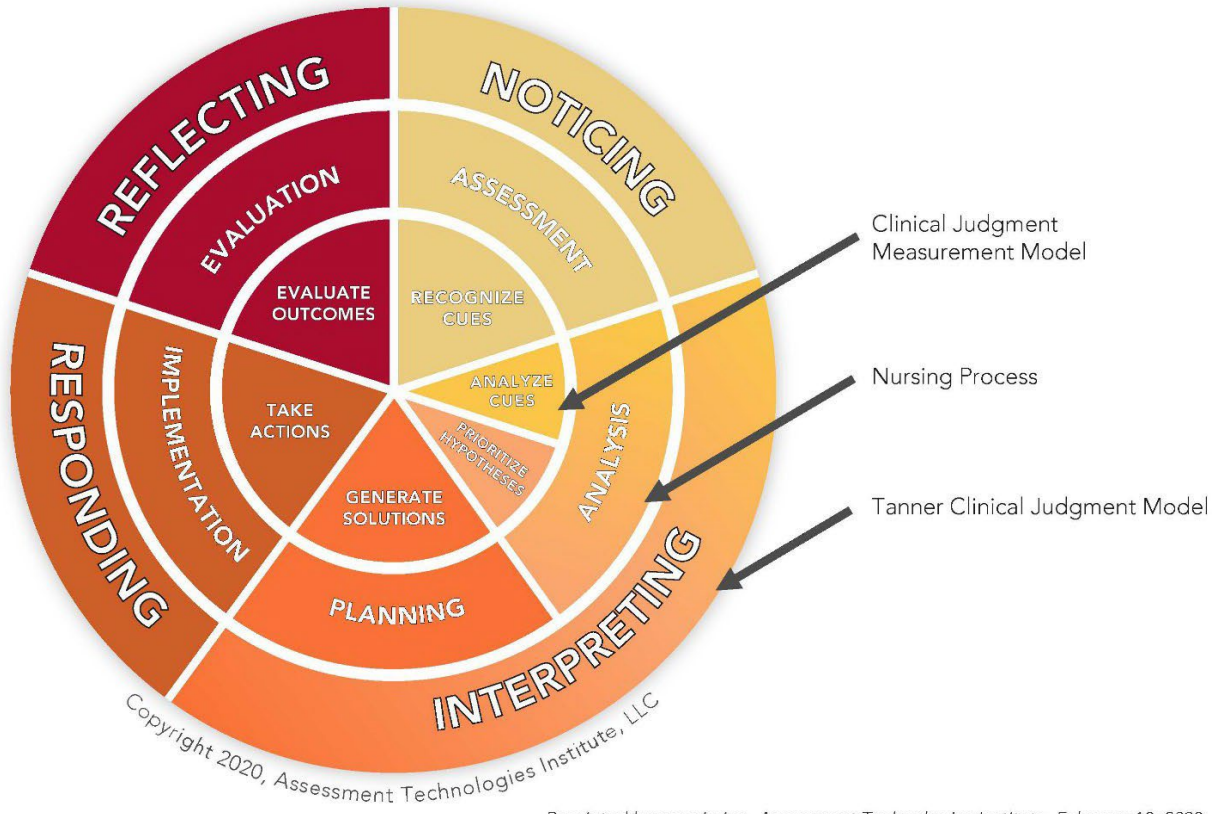
- Believe a human being is a unique ever changing, physio-psychosocial, and spiritual being motivated by needs arranged in a hierarchy, according to Maslow's Hierarchy of Need.
- Believe health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, color, religion, national origin, sex or gender, age, disability, marital status, military veteran status, sexual orientation, gender expression/identity, or political affiliation.
- Believe education is a continual life-long process of learning and development. It enables the student to adapt to new experiences, develop a sense of values; acquire knowledge, skills, attitudes and self-discipline necessary to function effectively in society.
- Believe nursing education is the preparation of the student to function as a member of the healthcare team and is based on systematic principles, use of the nursing process, prioritization of patient needs and use of clinical reasoning. Nursing Education should provide for continuity and correlation of classroom and laboratory/clinical learning experiences arranged in sequence from the simple to the complex. Nursing education derives from five critical concepts; safety, patient-centered care, communication & collaboration, inquiry-based practice and professionalism. Nursing education should motivate the student to continue personal growth through self-evaluation, service to humanity, and participation in professional community activities.
- Believe student-centered education promotes optimal learning.

- Believe nursing is a caring, therapeutic, and teaching discipline that encompasses the artful application of evidence-based patient-centered care.
- Believe nursing is grounded in professional standards that include integrity, diversity, ethical principles and legal practices.
- Believe in the importance of holistic patient-centered nursing care.
- Believe safe effective patient-centered care requires ongoing inquiry (i.e. questioning current practice and seeking opportunities for improvement).
- Believe the nurse functions through communication and collaboration with members of the health care team in the provision of safe patient-centered care.

**This Mission Statement is reflective and supportive of the WNCC Philosophy and Mission. Please refer to these statements in the College Catalog.*

Reviewed/Revised/Approved 6/28/23

TANNER'S Model of Clinical Judgment



Reprinted by permission, Assessment Technologies Institute, February 10, 2020.

Western Nebraska Community College
Associate Degree (ADN) Program Overview

ASSOCIATE DEGREE NURSING (AD-N)

The Associate Degree Nursing Program (AD-N) prepares qualified students in the traditional and advanced placement options with critical judgment and professional practice skills needed to enter the profession of nursing. Program graduates will be prepared to analyze findings from current evidence-based practice in the provision of safe, patient-centered care across the life span. Program graduates will also be prepared to effectively communicate and collaborate with an interdisciplinary team in diverse healthcare settings and demonstrate professional standards of practice.

Program graduates are eligible to apply to take the National Council Licensure Examination for Register Nurse (NCLEX-RN) after approval by the State Board of Nursing. Upon passing the NCLEX-RN, the individual will receive RN licensure.

Entry-level salaries for RN graduates vary according to the work setting, previous experience, and geographic location.

Reviewed/Revised/Approved 6/28/23

Western Nebraska Community College
Associate Degree Nursing Program - Cost Of Program Schedule 2024-2025*

TUITION:	Resident of Nebraska		\$ 109.50/ Credit Hour
	Nonresident		\$ 128.50/Credit Hour
FEES:	Activity and Facility Use		\$ 18.50/Credit Hour
<u>General Education Prerequisites:</u>			
		<u>Resident</u>	<u>Non Resident</u>
25 Credit Hours/Tuition & Fees		\$ 3,200.00	\$ 3,675.00
Books (Estimate)		\$ 600.00	\$ 600.00
TOTAL		\$ 3,800.00	\$ 4,275.00
<u>Fall Semester - 1st Year</u>			
12 Credit Hours/Tuition & Fees		\$ 1,536.00	\$ 1,764.00
Drug Screening (Estimate paid by student)		\$ 60.00	\$ 60.00
Books (Estimate paid by student)		\$ 600.00	\$ 600.00
Lab Supply Kit (Estimate paid by student)		\$ 125.00	\$ 125.00
Personal Liability Insurance (paid by student)		\$ 45.00	\$ 45.00
Background Check & DHHS Abuse/Neglect (student fees)		\$ 80.00	\$ 80.00
Program Fees (Lab and ATI)		\$ 431.00	\$ 431.00
<u>Required Items: Paid by student</u>			
Student Uniforms:		\$ 130.00	\$ 130.00
(2 Tops, 2 Bottoms, 1 Student Lab Coat)			
Watch (with second hand)		\$ 40.00	\$ 40.00
White or black Shoes/White Hose		\$ 60.00	\$ 60.00
WNCC Patch for Tops and Lab Coat (3)		\$ 15.00	\$ 15.00
TOTAL		\$ 3,122.00	\$ 3,350.00
<u>Spring Semester - 1st Year</u>			
12 Credit Hours/Tuition & Fees		\$ 1,536.00	\$ 1,764.00
Books (Estimate)		\$ 250.00	\$ 250.00
Program Fees (Lab and ATI)		\$ 288.00	\$ 288.00
TOTAL		\$ 2,074.00	\$ 2,302.00
<u>Fall Semester - 2nd Year</u>			
11.5 Credit Hours/Tuition & Fees		\$ 1,472.00	\$ 1,690.50
Books (Estimate)		\$ 400.00	\$ 400.00
Program Fees (Lab and ATI)		\$ 358.00	\$ 358.00
TOTAL		\$ 2,230.00	\$ 2,448.50
<u>Spring Semester - 2nd Year</u>			
11.5 Credit Hours/Tuition & Fees		\$ 1,472.00	\$ 1,690.50
Books (Estimate)		\$ 300.00	\$ 300.00
Program Fees (Lab and ATI)		\$ 765.00	\$ 765.00
Photographs for State Board Application (Estimate paid by student)		\$ 15.00	\$ 15.00
Fingerprinting Fee (Estimate paid by student)		\$ 45.25	\$ 45.25
Board Fees: Paid by student		\$ 323.00	\$ 323.00
(NCLEX - \$200.00)			
(Bureau of Examining Boards - \$123.00)			
TOTAL		\$ 2,920.25	\$ 3,138.75
ESTIMATED TOTAL COST OF PROGRAM:		\$14,146.25	\$ 15,514.25

The following tuition and fees were established by Western Nebraska Community College. It is Necessary for the college to reserve the right to change the schedule of tuition, fees, and refunds without notice.

Western Nebraska Community College			
Associate Degree Nursing Program Advanced Placement Option- Cost Of Program Schedule 2024-2025*			
TUITION:			\$ 109.50/ Credit Hour
			\$ 128.50/Credit Hour
FEES:			\$ 18.50/Credit Hour
<u>General Education Prerequisites:</u>	<u>Resident</u>	<u>Non Resident</u>	
19 Credit Hours/Tuition & Fees	\$ 2,432.00	\$ 2,793.00	
Books (Estimate)	\$ 600.00	\$ 600.00	
TOTAL	\$ 3,032.00	\$ 3,393.00	
<u>Required Items: Paid by student</u>			
Student Uniforms: (2 Tops, 2 Bottoms, 1 Student Lab Coat)	\$ 130.00	\$ 130.00	
Watch (with second hand)	\$ 40.00	\$ 40.00	
White or Black Shoes/White Hose	\$ 60.00	\$ 60.00	
WNCC Patch for Tops and Lab Coat (3)	\$ 15.00	\$ 15.00	
TOTAL	\$ 245.00	\$ 245.00	
<u>Fall Semester - 2nd Year</u>			
13.5 Credit Hours/Tuition & Fees	\$ 1,728.00	\$ 1,984.50	
Drug Screening (Estimate paid by student)	\$ 60.00	\$ 60.00	
Personal Liability Insurance (paid by student)	\$ 45.00	\$ 45.00	
Background Check & DHHS Abuse/Neglect (student fees)	\$ 80.00	\$ 80.00	
Books (Estimate)	\$ 400.00	\$ 400.00	
Program Fees (Lab and ATI)	\$ 358.00	\$ 358.00	
TOTAL	\$ 2,671.00	\$ 2,927.50	
<u>Spring Semester - 2nd Year</u>			
11.5 Credit Hours/Tuition & Fees	\$ 1,471.00	\$ 1,690.50	
Books (Estimate)	\$ 300.00	\$ 300.00	
Program Fees (Lab and ATI)	\$ 765.00	\$ 765.00	
Photographs for State Board Application (Estimate paid by student)	\$ 15.00	\$ 15.00	
Fingerprinting Fee (Estimate paid by student)	\$ 45.25	\$ 45.25	
Board Fees: Paid by student (NCLEX - \$200.00) (Bureau of Examining Boards - \$123.00)	\$ 323.00	\$ 323.00	
TOTAL	\$ 2,919.25	\$ 3,138.75	
ESTIMATED TOTAL COST O	\$ 8,867.25	\$ 9,704.25	
<i>The following tuition and fees were established by Western Nebraska Community College.</i>			
<i>It is Necessary for the college to reserve the right to change the schedule of tuition, fees, and refunds without notice.</i>			
Updated 7/11/24*JB			

Western Nebraska Community College

Traditional ADN Program Curriculum

- A. The Traditional Associate Degree Nursing Program consists of 22 credits of general education prerequisites and 44 credits of nursing for 72 total program credits. The 44 credits of nursing are taught over four (4) semesters.
- B. Students must achieve a cumulative prerequisite (excluding math and nutrition and diet therapy) GPA of 3.0 or higher, minimum of a C or higher on all prerequisites, a Critical Thinking entrance score of 60 or high and a proficiency level on the TEAS entrance exam, to be considered for admission into the associate degree nursing program.
- C. The nursing curriculum progresses from simple to complex nursing concepts within the scope of the registered nurse.
- D. Nursing clinical experiences are offered all four semesters in conjunction with theory courses.
- E. Anatomy & Physiology 1 and 2 must have been taken in the last 7 years or those classes will need to be taken again. If it has been greater than 7 years, the student has the option to either take a comprehensive Anatomy & Physiology exam obtaining a 75% or higher. The student may take this exam twice or take a basic anatomy & physiology course with a lab for 4 credits.

Western Nebraska Community College

Advanced Placement ADN Program Curriculum

- A. The Advanced Placement Associate Degree Nursing Program requires proof of an unencumbered Practical Nurse license.
- B. Students pursuing the advanced placement option for an AD-N will complete 72 hours of coursework, achieved through: transfer credits from an accredited LPN program and required prerequisites.
- C. Students must achieve a cumulative prerequisite (excluding math and health assessment) GPA of 3.0 or higher, minimum of a C or higher on all prerequisites, a Critical Thinking entrance score of 60 or high and an 850 or higher on the LPN-ADN entrance exam, to be considered for admission into the advanced placement associated degree nursing program.
- D. The nursing curriculum progresses from simple to complex nursing concepts within the scope of the registered nurse.
- E. Nursing clinical experiences are offered two semesters in conjunction with theory courses.
- F. Anatomy & Physiology 1 and 2 must have been taken in the last 7 years or those classes will need to be taken again. If it has been greater than 7 years, the student has the option to either take a comprehensive Anatomy & Physiology exam obtaining a 75% or higher. The student may take this exam twice or take a basic anatomy & physiology course with a lab for 4 credits.

Western Nebraska Community College
Associate Degree Nursing Curriculum
Traditional Option-Full-time

1st Semester (Prerequisite) – Fall Semester

BIOS-2250 Physiology & Anatomy 1	4 cr.
CHEM-1050 Introductory Chemistry	4 cr.
ENGL-1010 English Composition 1	3 cr.

Total Cr: 11

2nd Semester (Prerequisite) -Spring Semester

BIOS - 2260 Human Physiology and Anatomy II	4 cr.
BIOS – 2460 Microbiology with Lab	4 cr.
PSYC- 1810 Introduction to Psychology	3 cr.

Total Cr. 11

Total Prerequisite Cr. 22

Students must be a BNA in good standing on the registry in the state in which they reside and provide verification. Must demonstrate college algebra ready through placement test.

*Nutrition and Diet Therapy and; *Life Span can be taken as prerequisites. This will result in 1st semester and 2nd semester not fulfilling full-time status.

3rd Semester – Fall Semester

SEMI of Required Nursing Courses**

ADNR - 1112 Fundamentals of Nursing Practice	5 cr.
ADNR – 1132 Pathophysiology I	2 cr.
ADNR – 1160 Health Assessment	2 cr.
*PSYC-2150 Life Span Growth and Development	3 cr.

Total Cr. 12

Total Co-requisite Theory Hrs: 45

Total ADNR Nsg Theory Hrs: 97.5

Total Lab/Clinical Hrs: 105

4th Semester – Spring Semester

SEM II of Required Nursing Courses

ADNR – 1141 Adult Health and Illness 1	4 cr.
ADNR - 1151 Adult Health and Illness 2	4 cr.
ADNR – 1122 Pharmacology 1	1 cr.
ADRN – 1134 Pathophysiology 2	2 cr.
*BIOS – 2050 Nutrition and Diet Therapy	3 cr.

Total Cr. 14

Total Co-requisite Theory Hrs: 45

Total ADNR Nsg Theory Hrs: 105

Total Lab/Clinical Hrs: 180

5th Semester - Fall Semester

SEM III of Required Nursing Courses

ADNR - 2112 Care of the Older Adult	2.5 cr.
ADNR – 2126 Psychiatric/Mental Health Nursing	3 cr.
ADNR – 2141 Adult Health and Illness 3	4 cr.
ADNR – 2122 Pharmacology 2	2.5 cr.
	Total Cr. 12
	Total ADNR Nsg Theory Hrs: 127.5
	Total Lab/Clinical Hrs: 150

6th Semester – Spring Semester

SEM IV of Required Nursing Courses

ADNR – 2175 Transition to Nursing Practice	3.5 cr.
ADNR – 2124 Pharmacology 3	1.5 cr.
ADNR – 2134 Maternal Child Nursing	3.5 cr.
ADNR – 2151 Adult Health and Illness IV	3.5 cr.
	Total Cr. 12
	Total ADNR Nsg Theory Hrs: 112.5
	Total Lab/Clinical Hrs: 202.5

Total ADNR Nursing Theory Hrs: 442.5
Total ADNR Nursing Lab/Clinical Hrs: 637.5

Total General Education Credits	28
<u>Total ADNR Nursing Credits</u>	<u>44</u>
	72

Reviewed/Revised/Approved 6/28/23

Associate Degree Nursing Curriculum

Advanced-Placement Option-Full-time

1st Semester (Prerequisite) – Fall Semester

ADNR – 1132 Pathophysiology I	2 cr.
BIOS - 2250 Human Physiology and Anatomy I	4 cr.
BIOS - 2460 Microbiology with Lab	4 cr.
PSYC – 181 Introduction to Psychology	3 cr.
PSYC - 2150 Life Span Growth and Development	3 cr.

2nd Semester (Prerequisite) – Spring Semester

BIOS - 2260 Human Physiology and Anatomy II	4 cr.
ENGL -1010 English Composition I	3 cr.
CHEM -1050 Introductory Chemistry	4 cr.
ADNR– 1134 Pathophysiology II	2 cr.
BIOS - 2050 Nutrition and Diet Therapy	3 cr.
ADNR – 1160 Health Assessment	2 cr.

Total Cr. 34

*College algebra ready

*Copy of unencumbered current LPN license.

*Advance Placement students may take Health Assessment prior to beginning nursing program.

3rd Semester – Fall Semester

SEM I of Required Nursing Courses **

ADNR - 2112 Care of the Older Adult	2.5 cr.
ADNR – 2126 Psychiatric/Mental Health Nursing	3 cr.
ADNR – 2141 Adult Health and Illness 3	4 cr.
ADNR – 2122 Pharmacology 2	2.5 cr.
ADNR – 1160 Health Assessment	2 cr.

Total Cr. 12

Total ADNR Nsg Theory Hrs: 150

Total Lab/Clinical Hrs: 165

4th Semester – Spring Semester

SEM II of Required Nursing Courses

ADNR – 2175 Transition to Nursing Practice	3.5 cr.
ADNR – 2124 Pharmacology 3	1.5 cr.
ADNR – 2134 Maternal Child Nursing	3.5 cr.
ADNR – 2151 Adult Health and Illness 4	3.5 cr.

Total Cr. 12

Total ADNR Nsg Theory Hrs: 112.5

Total Lab/Clinical Hrs: 202.5

Total ADNR Nursing Courses Hrs (includes ADNR Pathophysiology). 322.5

Total ADNR Nursing Lab/Clinical Hrs: 367.5

General Education Credits: 28

Total ADNR Nursing Credits: 30

Total Program Credits: 58

Western Nebraska Community College Associate Degree Nursing Program End-of-Program Outcomes

At the conclusion of the Western Nebraska Community College Associate Degree Nursing Program, the student

1. Analyzes care practices and processes to minimize risk of harm to patients, self and the health care team.
2. Coordinates holistic patient-centered care for groups of patients.
3. Compares professional communication skills that facilitate shared decision making in provision of patient-centered care and in promoting effective team functioning.
4. Analyzes findings from current evidence-based practice for use in provision of patient-centered care and in the improvement of clinical processes and systems.
5. Demonstrates values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures.

Reviewed/Revised/Approved 6/28/23

Associate Degree Nursing Program Semester Leveled Student Learning Outcomes and End-of- Program Student Learning Outcomes Traditional and Advanced Placement Option				
Concepts/EPLSOs	Semester 1- SLSLOs Traditional Only	Semester 2- SLSLOs Traditional Only	Semester 3-SLSLOs Traditional and Advanced Placement	Semester 4-EPSLO Traditional and Advanced Placement
Safety	Definition: The creation and maintenance of an environment that promotes avoidance of harm to patient and health care team members by use of clinical reasoning, current practice policies and procedures			
	Demonstrates safe care practices to minimize the potential harm to patients, self and the health care team, with minimal guidance	Implements safe care practices to minimize the potential harm to patients, self and the health care team	Integrates safe care practices to minimize the potential harm to patients, self and the health care team	Analyzes safe care practices and processes to minimize risk of harm to patients, self and the health care team
Patient-centered Care	Definition: The recognition of patient autonomy and holistically addressing physical, mental, and spiritual needs with respect for diverse cultures, values and relationships			
	Implements holistic patient-centered care with moderate guidance	Implements holistic patient-centered care with minimal guidance	Implements holistic patient-centered care in acute and community settings, seeking appropriate guidance	Coordinates holistic patient-centered care for groups of patients, seeking appropriate guidance
Communication and Collaboration	Definition: The use of professional verbal and written communications skills to promote knowledge, facilitate quality patient-centered care and function effectively within nursing and interdisciplinary teams			
	Explains the impact of professional communication skills in promoting knowledge, facilitating quality patient-centered care and in promoting effective team functioning	Implements professional communication skills to facilitate shared decision – making in provision of patient-centered care and in promoting effective team functioning	Integrates professional communication skills to facilitate shared decision– making in provision of patient-centered care and in promoting effective team functioning	Compares professional communication skills that facilitate shared decision – making in provision of patient-centered care and in promoting effective team functioning
Inquiry-based Practice	Definition: The consistent attention to improvement opportunities, including acquisition and application of current evidence-based practice to improve individual patient-centered care, processes and systems of care			
	Explains the impact of current evidence-based practice in the provision of patient-centered care	Implements findings from current evidence-based practice in the provision of patient-centered care and to improve processes	Integrates findings from current evidence-based practice in provision of patient-centered care and to improve clinical processes	Analyzes findings from current evidence-based practice for use in provision of patient-centered care and in the improvement of clinical processes and systems
Student Learning Outcome	Semester 1- SLSLOs Traditional Only	Semester 2- SLSLOs Traditional Only	Semester 3-SLSLOs Traditional and Advanced Placement	Semester 4-EPSLO Traditional and Advanced Placement

Professionalism	<i>Definition: Demonstration of values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing and adherence to established college and clinical agency policies and procedures</i>			
	Explains the impact of values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures	Demonstrates values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures	Distinguishes values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures	Analyzes values and beliefs consistent with professional standards, ethics and legal regulations in practice of nursing while adhering to established college and clinical agency policies and procedures

Associate Degree Semester Leveled Student Learning Outcomes: Final Semester End-of-Program Student Learning Outcomes.

Western Nebraska Community College Admission Requirement Policies and Procedures

Associate Degree Nursing Programs Entrance Exams

End-of-program Student Learning Outcomes:

I: Safety

IV: Professionalism

Purpose:

To ensure adequate preparation and promote student success.

Procedure for Required Entrance Exams and associated scores:

A. Traditional AD-N Program

1. TEAS Test – Must achieve a minimum of Proficiency Level
2. ATI Critical Thinking Test – Must achieve minimum score of 60

B. Advanced Placement AD-N Program

1. ATI Critical Thinking Test – Must achieve minimum score of 60
2. LPN-AD-N Entrance Exam – Must achieve a minimum score of 850

C. Both Entrance Exams can be taken no more than twice in an application year.

***Test scores are valid for two years.**

Western Nebraska Community College Admission Requirement Policies and Procedures

Basic Life Support (BLS) Policy/Procedure

End-of-Program Student Learning Outcomes:

I: Safety

IV: Professionalism

Purpose:

To ensure students in the nursing program are prepared in BLS prior to and throughout the program.

Program Policy:

1. Basic Life Support (BLS) preparation must be obtained through the American Heart Association (Health Care Provider Course) prior to program admittance.
2. All costs relating to obtaining BLS is the responsibility of the student.
3. BLS must remain active throughout the nursing program, in order for the student to participate in clinical experiences.

Reviewed/Revised/Approved 6/28/23

**Western Nebraska Community College
Admission Requirement Policies and Procedures**

Basic Nursing Assistant (BNA) Policy/Procedure

End-of-Program Student Learning Outcomes:

I: Safety

V: Professionalism

Purpose:

To ensure students in the nursing program are prepared to deliver basic nursing assistant skills prior to the program.

Program Policy:

1. Students must have a current BNA on the Nebraska registry or registry in the students' state of residence

2. All costs relating to obtaining BNA is the responsibility of the student.

Reviewed/Revised/Approved 6/28/23

Criminal Background Check Policy/Procedure

End-of-Program Student Learning Outcomes:

I: Safety

V: Professionalism

Purpose:

To ensure that each student is a likely candidate for licensure as a nurse and will meet clinical placement requirements.

Program Policy:

Students are required to undergo a program approved background checks, no other background checks will be accepted. Students are responsible for all costs relating to background checks.

It is the students' responsibility to keep the program informed as to any changes to the Background check. Failure to report may result in dismissal from program.

Failure to maintain eligibility for all clinical placement requirements throughout the nursing program may result in dismissal from the program.

Procedure:

1. The Nursing Program requires all students to complete a Criminal Background Check after they have been provisionally accepted into the program.
2. Students are responsible for signing and submitting the WNCC Authorization To Obtain Background Reports before full-acceptance into the program.
3. Additional Criminal Background checks may be required depending on clinical facility requirements.
4. Fees for Criminal Background checks are the responsibility of the student.
5. If criminal Background Check is approved, and other pre-entry requirements are met, the student will be admitted into the nursing program.

Note: Acceptance into the nursing program does not guarantee licensure eligibility upon graduation.

Reviewed/Revised/Approved 6/28/23

Drug Screening/Drug Testing Policy/Procedure

End-of-Program Student Learning Outcomes:

I: Safety

V: Professionalism

Purpose:

To ensure the safety of the patients, students, faculty, staff and other members of the healthcare team.

Program Policy:

Students are required to undergo a 10 Panel Drug Screen.

All costs for the testing are the student's responsibility

A student who tests positive for drugs not medically prescribed will not be allowed to commence with their program of study.

Procedure:

1. Students who receive a provisional nursing program acceptance letter will be required to complete a 10 Panel Drug Screen.
2. Results of the 10 Panel Drug Screen will be reviewed by the Nursing Program Director.
3. A student who tests positive for drugs not medically prescribed will not be allowed to commence with their program of study.
4. Students will be notified by the Nursing Program Director if they are not allowed to commence with their program of study.

Students participating in clinical hours can be subject to random, unannounced drug screens by clinical facilities, if the student exhibits behaviors that appear to be under the influence of a substance.

Students should be aware that entering into a Health Sciences career, both paid and volunteer, places them into a job category federally defined as "Safety Sensitive". Because of this, they will be subject to random, unannounced drug screens as a requirement of employment, continued employment, and on the job accident or injury to themselves or others.

Immunization Policy/Student Health

End-of-Program Student Learning Outcomes:

I: Safety

V: Professionalism

Purpose:

To ensure the safety of all members of the healthcare team. To assist the student in developing a health maintenance program that provides for both physical and mental wellbeing. The student needs to set an example by recognizing and practicing positive health principles and preventive measures.

Policy/Procedure:

1. Immunizations

All Western Nebraska Community College nursing students will be required to meet the titer (blood test) requirement to demonstrate immunity to the identified communicable diseases. Please see the list below of diseases for which the titers are required. The student must also meet the requirements for TB testing. Nursing students must complete these requirements by August 1st. All immunization records will be submitted to Castle Branch by the student.

Immunizations and titers may be completed at local providers.

A. Required Immunizations/titers and records:

- All mandatory immunization records are to be submitted to the Health Sciences Division support staff before a student may register for nursing classes
- Students who do not have all their immunization records submitted by the designated date will not be allowed to continue in the nursing program.
- Students are required to have a Tuberculosis (TB) test by choosing ONE of the following
 - ❖ QuantiFERON Gold Blood test OR
 - ❖ TB Skin injection (4-step process)
- Tdap (Tetanus, diphtheria and pertussis) provide documentation of date of immunization.
- Immunization Titers
 - ❖ MMR (Measles, Mumps, Rubella)
 - ❖ Varicella (Chicken Pox)
 - ❖ Hepatitis B Series

B. COVID Vaccinations are not currently mandatory However, if you are not immunized you will need to submit a waiver, either for religious or medical reasons for not receiving the vaccinations to the clinical facilities requesting waivers.

2. Student Health Issues

- a. Students are strongly encouraged to participate in a health insurance plan
- b. Student who are ill may be sent home and/or encouraged to seek medical attention to the discretion of a faculty member
- c. Students may be required to provide a physician's release at the discretion of the instructor pertaining to their health status
- d. Students are responsible for any expensed incurred due to injury or illness in the College or Clinical area. Should a student be injured or their health endangered during College time it should be reported immediately to the instructor and to the appropriate cooperating agency personnel. An incident report will be filed.
- e. Students should not consult a doctor about personal illness concerns while in clinical but should report concerns to the clinical instructor
- g. Students exposed to body fluids or accidental needle stick at the clinical site will be handled according to facility policy. Any cost incurred due to exposure will be the student's expense.
- h. Students are responsible for their own eye protection during clinical procedures when there is a risk for exposure
- i. Student hours of employment should be limited during the nursing program to allow adequate time for study, rest, recreation, and extracurricular activities, as needed for health maintenance and student success.

3. Standard Precautions

- a. Students are expected to follow the standard precautions as recommended by the Center for Disease Control while in the clinical environment.

Reviewed/Revised/Approved 6/28/23

Student Professional Liability Insurance Procedure

End-of-Program Student Learning Outcomes:

I: Safety
V: Professionalism

Purpose:

To encourage students to protect his/her professional practice as a student nurse.

Program Policy:

1. Each nursing student must obtain nursing student liability, registered student nurse, coverage prior to the start of the nursing program. Two listed organizations (among many) that sell for a reasonable premium and appropriate coverage are Nurses' Service Organization and Mercer Health and Benefits Administration LLC. You may check with your own Insurance agent to see if your company provides nursing liability.
2. Student nurses are held accountable for professional practice at the appropriate education level.
3. All costs related to obtaining liability insurance is the responsibility of the student. Completion due date is August 1.

Reviewed/Revised/Approved 6/28/23

ADN Nursing Program Policies and Procedures

ATI Proctored Content Mastery Exam Grading

End-of-Program Student Learning Outcomes:

- I. Safety
- II. Patient-Centered Care
- III. Communication and Collaboration
- IV. Inquiry Based Practice
- V. Professionalism

Purpose:

To promote student success in the nursing program and achievement of end-of-program student learning outcomes.

Procedure:

1. Students will have electronic access to the ATI Content Mastery Practice Tests and can take the ATI practice tests before the ATI Proctored Content Mastery Exam.
2. Every student will take the ATI Proctored Content Mastery Exam at the end of each nursing course (if applicable).
3. The ATI Proctored Content Mastery Exam will be scored as follows:
 - a. Below level 1-no score
 - b. Level 1=75%
 - c. Level 2= 85%
 - d. Level 3 =95%
4. The ATI Proctored Content Mastery Exam will be averaged with the final comprehensive exam score, **only** if averaging the grade will not lower the student's final exam grade. In courses with two content mastery exams, the two content mastery exams will be averaged and then averaged with the comprehensive final exam grade, **only** if averaging the exams does not lower the student's exam grade.

ATI Proctored Content Mastery Exam Policy

End-of-Program Student Learning Outcomes:

- I. Safety
- II. Patient-Centered Care
- III. Communication and Collaboration
- IV. Inquiry Based Practice
- V. Professionalism

Purpose:

To promote student success in the nursing program and achievement of end-of-program student learning outcomes.

Procedure:

1. Students must achieve a 75% average or higher on unit exams for ATI content mastery grading to be averaged into course final exam
2. Students must achieve a combined average of 75% on unit exams and the final exam to progress in the program.
3. Students will have electronic access to the ATI Content Mastery Practice Tests and can take the ATI practice tests before the ATI Proctored Content Exam. Students will have access to all individual scores for all content.
4. Every student will take the ATI Proctored Content Mastery Exams at the end of each nursing course (if applicable).
5. Students scoring a Level 1 or Below level 1 on the ATI Proctored Content Mastery Exam, which is categorized by ATI as high-risk status or Needs Improvement, will meet with their course instructor
6. Students will remediate on their proficiency level according to the ATI guidance (see ATI individual performance profile).

Attendance Policy and Procedure

End-of-Program Student Learning Outcomes:

- I. Safety
- II. Patient-Centered Care
- III. Communication and Collaboration
- IV. Inquiry Based Practice
- V. Professionalism

Purpose:

To promote student success in achievement of end-of-program student learning outcomes, the nursing program and their careers

A. General Attendance

1. REGULAR AND PROMPT attendance is expected at all classes and clinical experiences.
2. Students are expected to attend all theory classes. If the theory course has a lab component, students are expected to attend these labs as they will be part of the final theory course grade. Missing labs could cause the student to fail the course.
3. Late to class is defined as any time after the scheduled start time for the class.
4. All students should report personal illnesses or exposure to communicable diseases to his/her instructor immediately. On a case-by-case basis, the instructor will determine if a student who is ill or has been exposed to a communicable disease is able to continue to participate in the clinical area.
5. If the student is disallowed from the clinical assignment for any reason, they must leave the clinical area and will be counted absent.
6. In case of inclement weather, the student should listen to the local radio for the announcement or refer to the WNCC website (www.wncc.edu).

B. Classroom Attendance

1. **Attendance and participation are necessary and required components to successfully completing a course.** Successful students attend class regularly, come to each class prepared, and engage themselves in class discussions. Students who are repeatedly tardy or absent from class will be missing vital components necessary for their success.
2. **Students who are tardy two (2) times, as defined as ten (10) minutes after the planned start time, will result in implementation of the program attendance policy.**
3. **Nursing Program Classroom Attendance Policy:** When student absences exceed the credit hour of the course, the instructor will initiate the **ATTENDANCE WARNING NOTICE** and the student will then create a written plan for future success in the course.

Initiation of the ATTENDANCE WARNING NOTICE will also result in points towards UNSAFE/UNSATISFACTORY CLASSROOM BEHAVIOR: Please refer to this policy in the Nursing Student Handbook.

Reviewed/Revised/Approved 6/28/23

C. Clinical/Lab Attendance

1. Clinical/lab experiences are scheduled to meet the number of hours assigned for each course.
2. Student participation in clinical experience opportunities is mandatory. Clinical competency evaluation in a clinical setting is required and generally requires multiple experiences over time. Excessive absences may preclude the feasibility of clinical competency evaluation in the clinical setting. However, in the event the student has exceeded 10% absence allowance for a course due to extraordinary circumstances (e.g. serious illness, hospitalization, immediate family death, etc.), the instructor will consider potential remediation designed to give the student a final opportunity to meet the clinical learning objectives. A decision will be based on the overall student clinical and theory performance to that point.
3. Potential remediation options include, but are not limited to, one or more of the following:
 - a. Clinical make-up hours. Feasibility to arrange clinical make-up time may be limited by availability of the following:
 1. Clinical site access
 2. Clinical supervisor
 3. Time remaining before end of course (as published in the college schedule of classes)
 - b. Alternative student learning contract (if clinical make-up remediation is not feasible)
 1. One or more case studies
 2. Formal paper(s)
 3. Simulation experience(s)
 4. Assigned NCLEX-style exam questions related to the course content area
4. In the event of a clinical absence that exceeds 10% of scheduled hours, the student is responsible for
 - a. Contacting the instructor
 - b. Providing documentation of reason for the absence(s) (e.g. physician documentation)
 - c. Completion before the end of the course schedule of any assigned make-up hours or alternative learning experience. In the event that remediation for absences exceeding 10% of assigned clinical/lab experiences is not feasible, the student will fail the course.

Reviewed/Revised 6.28.23

Clinical Math Competency Procedure

End-of-Program Student Learning Outcomes:

- I. Safety
- II. Patient-Centered Care

Purpose:

To ensure student's competency in math and dosage calculation in order to provide safe and quality patient-centered care.

Procedure:

Math competency will be tested at the beginning of the fall semester for students enrolled in the AD-N program.

1. The Traditional AD-N student must pass a medication calculation competency test with 100% during their Fundamentals and Pharmacology II courses
2. The Advanced Placement AD-N student must pass medication calculation competency test with 100% during Pharmacology II.
3. All students will be allowed three (3) attempts
4. With each unsuccessful attempt, students are expected to remediate areas of deficiency.
5. Remediation may be done through peer tutoring, self-directed study, or another dosage calculation product.
6. Unsuccessful demonstration of math competency after three (3) failed attempts may result in possible failure of the course and the student may not be allowed to progress in the program.
7. Student will be required to complete a focused review after the first attempt, as determined by instructor.

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Exam Policy & Procedure

Purpose: To maintain exam integrity

Reminder: Any form of academic integrity violation during proctored exams is subject to disciplinary action consistent with WNCC policy.

Procedure:

PROCEDURE:

Prior to Exam:

1. The student should inform family members of the following Administrative Assistant contact information to use in case of an emergency during an examination:
 - Scottsbluff Campus: 308-635-6060
 - Alliance Center: 308-763-2000
 - Sidney Center: 308-254-5450
2. All personal items such as keys, wallets, phones, digital watches, I-watches, and electronic devices are to be stored in the student's purse or bag and placed in designated area in testing center.
3. Phones and electronic devices must be turned off and turned into designated area in testing center. Phones are not allowed on person and will result in possible dismissal from the program.
4. All books, coats, backpacks, purses and other belongings will be placed in the designated area.

During Exam:

1. Food, snacks of any kind, and beverages are not allowed in the testing area (This models NCLEX testing center requirements).
2. Arrive five (5) minutes before your testing time. This provides time to sign-in to the testing center and does not disrupt other students testing.
3. Late is considered the time after the scheduled testing time. Students who are late will not be allowed to test.
4. Calculators, English Dictionaries, and blank scratch paper will be available from the proctor.
5. Cell phone calculators may not be used.
6. Headphones and/or earbuds, supplied by the testing center, may be used for noise reduction but may not be connected to an electronic device.
7. Hats, caps, coats, shirts/sweaters/sweatshirts with pockets and hoods must be removed.
8. Children are not allowed in the testing area.
9. Students may not give or seek assistance in any form.
10. The instructor/proctor may not be asked questions during the exam period.

11. Wearing hats and/or sunglasses will not be permitted.
12. Exam reviews and remediation must be scheduled by students with faculty members.
13. Quizzes and examinations may be administered either online or on paper at the faculty member's discretion.
14. In the event of illness, it is the students' responsibility to notify the instructor of the absence and schedule a make-up exam per instructor's course policies.
15. Unit Exams and Final Exams may not be repeated under any circumstances.
16. Taking the Final Exam after the scheduled exam date and time is not permitted, unless in the case of an incomplete for the course.
17. Students may not leave the exam area during the exam. Any student who leaves the examination area during the exam will not be allowed re-entry.
18. All exams for the AD-N program will be timed. See course level syllabus.
19. Students who are not in their seats after five minutes from the scheduled exam time, will not be allowed to start their exams.
20. Exam times may not conflict with class, lab, or clinical.

Exam Structure:

1. No backtracking for all exams.
2. Unit exam questions limit 50-75.
3. Final exam questions limit is 75-100.
4. Partial credit will be given to Next Gen style questions when applicable.
5. All exams will be timed for 2 minutes per question.
6. Students must achieve a 75% or higher on unit exam average to qualify for ATI content mastery grading (see ATI Proctored Content Mastery Exam Policy).
7. Extra credit points on exams will not be allowed.
8. Assignments may not be used as exam scores.

Exam Review Guidelines:

The course instructor will determine whether exams may be reviewed. If the course faculty member allows exam review, the following guidelines will be followed:

- a. Each exam or quiz may be reviewed only one time by any individual student.
- b. Individual test reviews are scheduled by appointment only.
- c. The exam can be reviewed one week following the exam date (unless other arrangements have been made with instructor)

During Exam Review:

1. The instructor or proctor must be present in the room.

2. Students may not write on tests, take notes, or record notes.
3. Students may not copy test questions.
4. Textbooks, notebooks, food and beverage will not be allowed.
5. Students may not to leave the exam environment. A student who leaves the exam environment, will not be permitted to re-enter the exam area.

Following Exam and Exam Review:

1. Exams, calculators, dictionaries, answer sheets and scratch paper must be turned in to the instructor or proctor before exiting the room.
2. Personal belongings may be quietly obtained before exiting the room.
3. Loitering in the hallway during or after the examination will not be permitted.

Grading Procedure

Purpose:

To communicate grading procedures of the WNCC nursing courses.

Policy/Procedure:

Standard assessment weights and instructor guidelines are established in order to provide consistency among courses on each level in the nursing programs.

To Advance in the Program:

Students must achieve an average of 75% on unit exams and the course final exam to progress in the program. Assignment grades will be added if the student achieves a 75% or higher on the unit exams and final exam average.

1. The student must achieve a “Satisfactory” or “Pass” grade on the clinical portion of the course. If the Student fails either the theory course or lab/clinical, both theory and lab/clinical will need to be repeated together.
2. The student must have an average score of 75% or higher on the average unit exams and the course final exam.
3. If the student achieves an average score of 75% as stated in #2, The scores for all assignments, projects, and quizzes will be added to the final course grade and that grade will be recorded as the final grade. **The final overall grade with Assignments, and Exam and Final Averages must be a 75% or greater to advance in the program.**

All students must have a minimum theory course average of 75% and a Pass with Satisfactory in the associated clinical to successfully complete the nursing course. Students must receive a minimum of 75% (C) on each nursing course to be eligible to progress to the next course/semester. Any unsuccessful completion of theory with a grade less than 75% will require repeating both theory and clinical.

1. Level One Associate Degree Nursing Program course grades will be weighted as follows:

- Assignments: 10% of total course average
- Unit/chapter Exams: 60% of total course average
- Final Exam: 30% of total course average

2. Level Two Associate Degree Nursing Program course grades will be weighted as follows:

- Assignments: 10% of total course average

- Unit/chapter Exams: 55% of total course average
 - Final Exam: 35% of total course average
3. Points and percentages earned throughout and at the end will not be “rounded up” to the next whole number.
 4. WNCC Nursing grading scale is as follows:
 - 98-100 = A+ (4.0)
 - 95-97 = A (4.0)
 - 91-94 = A- (3.67)
 - 88-90 = B+ (3.33)
 - 85-87 = B (3.0)
 - 81-84 = B- (2.65)
 - 78-80 = C+ (2.33)
 - 75-77 = C (2.0)
 - 71-74 = C-
 - 68-70 = D+
 - 65-67 = D
 5. Remediation will be required, to advance student learning, (NOT for the purpose of revising exam grades), for all students who score 80% or lower on Unit /Chapter exams.
 - ❖ Each course instructor will outline expected remediation requirements
 - ❖ Remediation is student self-directed

Reviewed/Revised/Approved 6/28/23

GRADUATION REQUIREMENTS

Purpose:

To be eligible to apply for the nursing licensure and take the National Council Licensure Examination (NCLEX)

- A. Successful Achievement of the final semester End-of Program Student Learning Outcomes.
- B. Students have achieved a 75% or higher on all theory course work and a Pass with Satisfactory on all clinicals associated with assigned theory. (see above section on Grading Procedure)
- C. Successful completion of prerequisite courses with a minimum of a C, if taken concurrently in the program.
- D. Students will be required to take a standardized comprehensive assessment exam prior to graduation.
- E. Facility provided ID's must be returned to the Nursing Program Division.

Reviewed/Revised/Approved 6/28/23

Health Insurance Portability and Accountability Act (HIPAA)

End-of-Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- V: Professionalism

1. The Health Insurance Portability Accountability Act of 1996, also known as HIPAA, has provisions which enhance the privacy and security of patient health information. As a student you are considered part of their workforce, so facility specific training, policies, and procedures will apply.
 - A. HIPAA privacy standards outline the following individual's rights:
 - Right to notice of privacy practices for protected health information
 - Right to request restriction of uses and disclosures
 - Right to receive confidential communications
 - Right to access to information
 - Right to amend information
 - Right to accounting of disclosures
 - Right to obtain a paper copy of an electronic notice of privacy practices
2. The health care facility must make reasonable efforts to limit protected health information to the minimum necessary to accomplish the intended purpose of the use, disclosure or request. Thus, your access to protected health information will be defined based on your classification within the workforce, i.e., nursing student.
3. HIPAA also requires that covered entities implement security procedures to safeguard and insure privacy of secured information by controlling access and protecting the information. Health care facilities with electronic health records will require students to obtain appropriate passwords prior to utilizing their computerized systems.
4. Students will sign a non-disclosure statement which will be kept in the student file at Western Nebraska Community College. In addition, students should be prepared to follow the policies and procedures of the health care facility where they are assigned for clinical experience, which may include, but not limited to, completion of site-specific statements of confidentiality and security.
5. No patient information, with or without identifiers, shall be communicated over any personal electronic device including, but not limited to, e-mail, social networking sites, and text messaging. No patient information will be removed from clinical sites.

6. Social networking policy. Students are entering into a professional relationship with patients, facility staff, peers, and faculty. Publication of or sharing of patient, facility staff, peer and/or faculty information or pictures in any way without permission of that individual is prohibited.

Reviewed/Revised/Approved 6/28/23

ADN Nursing Student Success Plan Guidelines

End-of-Program Student Learning Outcomes:

V: Professionalism

Purpose:

To assist students with strategies that support student success academically and professionally.

Procedure:

1. **Set a schedule.** Allow for 3 hours of study time for every credit hour taken each week. (ex: if you are taking 15 credit hours you will need to plan 45 hours of study time each week).
2. **Attend Class.** Sounds like a no brainer, but it can be easy to skip a class now and again, especially when life gets busy. Skipping classes will put you behind and you miss valuable information that is essential to safe nursing practice.
3. **Take notes.** Taking notes will not only keep you more engaged during class, but will also help you narrow down what you need to study when exam time rolls around. It's much easier to reread your notes than to reread your entire textbook!
4. **Ask questions.** You're in class to learn, so don't be afraid to ask for help. Asking questions and using an attitude of inquiry promotes improved understanding of the nursing content.
5. **Study.** Review your material several days ahead of time, in small chunks, and in different manners (ex: writing flashcards, re-writing notes, taking practice tests, studying with another student asking each other questions) don't cram.
6. **Each study time should have a specific goal.** Studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying, set a study session goal.
7. **Find a study group.** Sitting down with your peers is an effective way to go over confusing course material or preparing for an exam. You can quiz each other, reteach material, and make sure that everyone is on the same page. After all, teaching someone else is the best way to learn.
8. **Reduce Distractions.** Everyone gets distracted by something, possibly cell phones, TV, children and family. Figure out where you study the best and commit to that environment.
9. **Limit your work hours.** If you need to work, limit the time to school breaks or weekends.
10. **Taking Care of Yourself is a priority.** Healthy eating, exercising and sleeping are essential to staying healthy throughout the program.

Progression in ADN Nursing Program Procedure

End-of-Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry-Based Practice
- V: Professionalism

Purpose:

To inform student of methods to successfully progress through the nursing program.

Procedure:

Students must follow the Western Nebraska Community College Code of Conduct and all policies found within the Nursing Program Student Handbook to progress successfully toward completion of the desired nursing program.

The student will:

1. Follow all aspects of the WNCC Nursing program policies found in the Nursing Program Student Handbook
2. Achieve a minimum of 75% on all nursing courses, to be eligible to progress to the next course/semester. (See above section on Grading Procedures).
3. Achieve a Satisfactory and Pass with any clinical associated with a nursing course, to be eligible to progress to the next course/semester.
3. Treat others with respect in both the classroom and clinical setting.

Reviewed/Revised/Approved 6/28/23

Readmission into the ADN Nursing Program Policy and Procedure

End-of-Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry-Based Practice
- V: Professionalism

Purpose: To promote program success for students who exited the program and are requesting readmission.

Procedure:

1. Students who exit the nursing program, for any reason, must apply for re-admission to the nursing program.
2. Students are only allowed one readmission opportunity per program.
3. Students reapplying are required to successfully complete all admission requirements and Entrance exams.
4. Students are not guaranteed readmission.
5. Readmission is dependent on space availability, and competitive ranking.
6. Students must reapply for the year following withdrawal. If more than one year has lapsed, the students must repeat the entire program and retake courses previously passed.
7. Any student wishing to be re-admitted to the nursing program must submit a letter to the Nursing Program Director indicating his/her desire for re-admission to the program.
 - ❖ Student who exits the fall semester and are unable to progress in the nursing program to the following spring semester, the letter needs to be submitted by April 1st.
 - ❖ Student who exits spring semester and are unable to progress in the nursing program the following fall semester, the letter needs to be submitted by May 30th.
 - ❖ No late submissions accepted.
8. A “Success Plan” must be submitted with the readmission letter. The Success Plan must include each of the following components:
 - ❖ Student name and date
 - ❖ The course/s to be repeated

- ❖ A list of individual areas (minimum of five items) needing improvement and strategies for success, written in complete sentences and grammatically correct. For example, how would the student plan for success (e.g., study methods, study time, class attendance, etc.)
 - ❖ A weekly schedule indicating study time of 3-4 hours for each credit hour of proposed coursework. For example, a 3-credit hour course requires a minimum of 9-12 hours per week of study time outside of class and clinical experiences.
 - ❖ The document should be entitled, “Success Plan,” double-spaced, and prepared with Times New Roman 12-point font.
 - ❖ The “Success Plan” needs to be approved by the Nursing Program Director
9. The student must then schedule an appointment and meet with the Nursing Program Director to discuss the Success Plan.
10. A re-admission committee, composed but not limited to the Dean of Instruction, the Health Sciences Division Chair, Nursing Program Director, and (3) three nursing faculty, will meet to review student academic history. To promote student success, the re-admission committee will develop an individualized re-admission plan focused on specific student learning needs. Students may be required to successfully complete assessments, such as, but not limited to:
- ❖ Entrance Exams
 - ❖ Readmission course (successful completion requires a minimum of 75%)
 - ❖ Lab skills/Simulation and Clinical hours (successful completion requires a Pass)
 - ❖ Math assessment (successful completion requires a minimum of 100%)
11. After being provisionally accepted for readmission, all program admission requirements, as listed below are required for full re-admission Compliance Tracking will be managed by Castle Branch and reviewed by the Nursing Program Director.
- ❖ Immunizations/titers
 - ❖ TB skin tests
 - ❖ CPR certification
 - ❖ Background checks
 - ❖ Student nursing professional liability insurance
 - ❖ Record of an active BNA
 - ❖ Unencumbered LPN license (Advanced Placement Associate Degree student only)
 - ❖ Completion of individualized readmission plan
 - ❖ Drug Testing
12. All associated expenses are the responsibility of the student. *Reviewed/Approved 7/20/21*

Student Communication and Involvement

End-of-Program Student Learning Outcomes:

III: Communication & Collaboration

V: Professionalism

Students are invited to communicate openly with the staff, faculty and administration of the nursing program and are encouraged to become involved in the WNCC Nursing Program.

-Student Representatives:

-The Associate Degree Nursing cohorts from each campus will choose a student representative/s. The student/s will act as a spokesperson by communicating program concerns or ideas to faculty and/or administration.

-Faculty Meeting minutes:

-Faculty meetings are held monthly. The schedule of faculty meeting minutes can be found under the Learning Management System course “AD-N Orientation.” Each class representative or any other student is welcome to attend the beginning of the meeting during open discussion. Faculty meeting minutes are available upon request.

-Emergency Contact for Students:

-Students in clinical may need to be contacted by others. Please inform family and/or significant others that in case of emergency, they are to contact the WNCC campus: WNCC-Sidney (308) 254-7400; WNCC-Alliance (308)763-2000; WNCC-Scottsbluff (308)635-6060. The campus representative will then contact the appropriate clinical instructor in order to convey the message.

-Faculty Office Hours:

-Each faculty member has office hours each week designated to meet with students. The faculty will indicate available office hours by their office door or within the Course Expectations document. In order to meet with your instructor, please make an appointment. Students are not allowed to enter an instructor’s office without permission.

-Professional Communication and Behavior:

-Professional communication and behavior is expected for all interactions while a student is enrolled in the nursing program.

-In the event you have a disagreement or grievance with anyone in the program or college community, it is expected you begin communicating with the person themselves, conducting the interaction in a professional manner. If you are unsatisfied with this outcome, then you can proceed to the next person according to the college hierarchy.

-Technology/Computer Requirements

- The nursing program requires a computer with internet access to complete coursework. Students may purchase their own computer or check with the library for availability of equipment checkout.

-Students with Student IDs can utilize the computer labs at any of the WNCC sites.

-It is expected that all nursing students have basic computer skills.

-Students with limited computer skills are encouraged to take basic information technology course.

-Black Board will be used as the Learning Management System for every nursing course.

-Email

-Faculty and administration utilize email to relay important information. It is important to check your email daily. Professional communication is expected with email communication.

-Faculty Contact

-Each faculty member will inform students of his/her preferred method of contact. This will be available in the Course Expectations Document.

-Recording Lecture

-If you wish to record an instructor's lecture, you must have his or her permission. No recordings can be shared in any form.

-SBAR Communication Form

-These forms can be found within the ADN Program courses. This is one avenue to communicate any questions or concerns about the nursing program. Completed forms may be submitted to the Nursing Program Director. Please problem solve at the lowest level (e.g. student to student, student to faculty).

-Student Grievance

- The procedure for Student Grievance can be found on the WNCC website using the link: [Student Life/Student Services](#)

Student Representative Role Policy/Procedure

End-of-Program Student Learning Outcomes:

II. Communication and Collaboration

V: Professionalism

Purpose: To develop structured effective student-faculty communication to promote a positive learning environment.

Procedure:

1. A student representative will be voted in by their classmates at the beginning of the fall semester each year.
2. One student from each cohort will be named as the Student Representative
3. The cohorts include Sidney PN, Sidney Advanced Placement AD-N, Alliance Advanced Placement PN, Alliance AD-N, Scottsbluff PN, Scottsbluff Advanced Placement AD-N, Scottsbluff Traditional AD-N (7 total representatives)
4. All students will be invited and notified of faculty meeting dates and times via the Learning Management System, faculty verbal announcements and posted flyers by classrooms.
5. Each faculty meeting agenda will designate 15 minutes of time for student representatives. This is optional for the student representative
6. When the student representative chooses to come to the meeting, the guidelines below must be followed:
 - a. Complete the Student Communication Form (SBAR) based on individual or classmates' concerns, ideas, suggestions prior to attending the faculty meeting
 - b. Follow the Expected Behaviors Procedures outlined in the WNCC Nursing Handbook
 - c. Present information in a professional manner
 - d. Avoid faculty names and specific courses in discussion
 - e. Present information in a manner without complaining or placing blame. Rather, prepare with your classmates to constructively evaluate your concern(s) and then effectively communicate this to the faculty
7. The student representatives will be invited to come once per semester to provide feedback on items such as remediation activities, simulation and clinical experiences.

Student Smoking Regulation

Purpose:

WNCC Nursing students are informed of campus smoking policy

Policy:

1. The use of tobacco and nicotine products, both smoking and smokeless, is prohibited in all buildings owned by the College, within all spaces leased by the College, in all College-owned vehicles, any clinical sites, and all other designated areas. Limited, alternative smoking-permitted areas are identified by appropriate signage.

Nursing Program Policy:

1. Students are expected to adhere to **WNCC campus smoking policy** and clinical facility policies related to smoking on campus.

Reviewed/Revised/Approved 6/28/23

Travel Information

End-of-Program Student Learning Outcomes:

I: Safety

IV: Professionalism

Purpose:

To provide students guidelines for classroom and clinical travel

Procedure:

1. Students will be are required to travel for selected classes or clinical experiences.
2. Students are responsible for their own transportation, food, and lodging expenses. This is NOT the College's responsibility.
3. Non-Staff drivers and students should not be driving students to any school function in a Western Nebraska Community College car.
4. In the event of inclement weather and/or unsafe road conditions, the student is responsibility to notify classroom or clinical instructor of their inability to travel.

Reviewed/Revised/Approved 6/28/23

WNCC Student Nurse Communication Form

The WNCC Faculty promote positive student/instructor relationships and recognize effective communication is crucial in order to achieve this outcome. Students are encouraged to bring forth any suggestions or concerns regarding the nursing program. Faculty want each student to succeed and welcome feedback, ideas, and/or concerns.

Any student and/or student representative may use this form to submit any ideas or concerns to the Nursing Program Director (NPD). Use the Situation, Background, Assessment and Recommendation (SBAR) format to document your communication. Completed forms may be submitted to the Nursing Administrative Assistance on any campus. The form will then be sent via interoffice mail to the NPD. If the idea or concern needs to be addressed through a different department, the form will forward on to the appropriate place.

S=Situation	<p>Explain the situation at hand.</p> <p>Example: Skills Competency</p>
B=Background	<p>What is the Background of the situation?</p> <p>Example: Currently, we practice the skill from the book and using ATI resources, then when it is time for check off, we are graded with a checklist.</p>
A=Assessment	<p>What are the priority assessment findings in this situation?</p> <p>Example: Textbook and ATI are excellent resources for Skill procedures There are some discrepancies between these resources More anxiety and confusion leading up to skills check off dates Feeling moderately unprepared</p>
R=Recommendation	<p>What recommendations do you and your classmates have to reach a positive outcome?</p> <p>We recommend:</p> <ul style="list-style-type: none"> -one resource for the skills -the checklist created based on that resource -the checklist given to us prior to check off date – preferably when the skill is first introduced.

	Is this possible?
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Please know that every communication form will be treated respectfully and confidentially. After reviewing the form, appropriate action will be determined to meet the interests of all involved.

Nursing Program Director responding to concern:

Nursing Program Director Signature: _____

Reviewed/Revised/Approved 6/28/23 Adapted from Northeastern Community College

Academic Integrity

End-of Program Student Learning
Outcomes:

V: Professionalism

Purpose:

To reinforce students on the academic professional expectations for all assignments completed by nursing students.

Procedure:

1. All students will adhere to the Western Nebraska Community College's Student Code of Conduct Policy and Procedures and Academic Integrity Policy found in the College Handbook.
2. Academic integrity forms a fundamental bond of trust between colleagues, peers, instructors, and students and it underlies all genuine learning. At WNCC, there is no tolerance for plagiarism or academic dishonesty in any form, including unacknowledged "borrowing" or proprietary material, copying answers of papers, using crib sheets or unauthorized help during exams, altering tests, or passing off someone else's work as one's own. A student can be accused of an academic integrity policy violation by an instructor, staff member or another student.
3. Any form of academic dishonesty represents a grave breach of personal integrity and of the rules governing WNCC's community of learners. Academic dishonesty includes, but is not limited to:
 - Cheating in any form
 - Plagiarizing in any form
 - Aiding someone else in cheating or plagiarizing

Reviewed/Revised/Approved 6/28/23

Classroom/Clinical Dress Code Policy/Procedure

End-of Program Student Learning Outcomes:

I: Safety

V: Professionalism

Purpose

To ensure students are dressed professionally in the clinical environment and to promote patient safety.

To demonstrate respect and sensitivity for patients, families, and/or visitors who may have diverse beliefs about attire and grooming.

Policy/Procedure:

Classroom

1. Acceptable Attire:

- a. Jeans, Capri-pants, pants, dress, and skirts (no miniskirts), and shorts (must be below fingertips)
- b. Clothing should fit properly.
- c. Shoes are required (may wear sandals or flip-flops).
- d. Unacceptable clothing: ruffled, sheer, or excessively ripped clothing, miniskirts, pajamas, underwear as outerwear, sunglasses, tops that reveals bra straps and/or midriffs.

Clinical

1. Professional appearance must be maintained at all times in clinical environments, including visits for patient assignment and tours.
2. Students must wear the WNCC official nursing uniform during clinical experiences.
3. Uniforms and white lab jackets must have a WNCC patch sewn on the upper left sleeve.
4. White lab jacket must be worn to all clinical sites, when not in uniform.
5. ID badges are to be worn at all times with clinical attire.
6. Hair for both men and women should be clean and neatly styled. Hair should be a natural hair color. Students' hair should be restrained from the face and off the collar during clinical. Appropriate hairpins, barrettes, hair ties, and rubber bands should be used.
7. Men should be clean shaven or have neatly trimmed mustache and/or beard.
8. Fingernails must be kept short and well-manicured. Students may not wear nail polish or artificial nails in the clinical environment.
9. Students may make moderate use of cosmetics. Deodorant and/or antiperspirant should be appropriate to the student's body chemistry. Perfume/aftershave may not be worn in the clinical environment.
10. Jewelry is limited to one small ring and a pair of small post earrings in each ear lobe that do

not dangle.

11. Jewelry may not be worn in any visible body piercing, including the tongue, other than as stated above
12. The policy for tattoos varies by healthcare facility. Students will be required to follow the facility policy. Instructors will provide the specific information to students as needed.
13. NO symbols will be permitted on clothing or name pin except those issued by the program.
14. NO gum chewing in the clinical environment
15. Students are required to wear the uniform designated for the program in which they are enrolled, during all clinical experiences.
 - a. Uniforms must be clean, pressed, properly fitted, and in good repair.
 - b. Shoes, hose and shoelaces must be clean with shoes polished and in good repair.
 - c. Uniform should not be worn in public.
 - d. Full nursing attire consist of uniform, short white lab coat, ID badge, socks, shoes, a pen, scissors, and a watch with a second hand or indicator.
 - e. The above nursing attire may be changed to conform with facility policy.
 - f. A long sleeved solid white t-shirt may be worn under the scrub top for warmth. T-shirts must be clean and without damage, if allowed by facility.
17. Name tags are to be secured to the collar or upper chest area of shirt.
18. The appropriateness of uniform and student appearance will be determined by the clinical instructor.
19. Students need to avoid smelling of excessive smoke and body odor.
20. No personal laptops in the clinical areas.

Reviewed/Revised/Approved 6/28/23

**Uniform Requirements/ Recommendations
for Nursing Programs at WNCC**

AD-Nursing (Traditional and Advanced Placement)	
Uniform	
Lab Jackets:	<p>One (1) white lab coat Hip length preferred Need two (3) WNCC nursing patches Sewn on left sleeve of scrub top and lab coat (Patches available at Cougar Bookstore)</p> <p>*No other jackets (WNCC Nursing purchased, sweatshirts, or otherwise)</p>
Scrubs	<p>Hunter Green Scrubs Cherokee Brand: Tops - Style 4700 Cherokee Brand - Bottoms Recommended two (2)</p> <p>Long sleeve solid white t shirt may be worn under scrub top for warmth.</p> <p>Pants must be hemmed and not touching the floor.</p> <p>Pants may not have elastic cuffs</p>
Socks/Stockings	Socks and/or Stockings must be worn with uniform (not foot-lets)
Shoes	Solid black, white or grey tennis shoes with full heel (color on the brand name permitted). NO open toes, open back or crocs.
Watch	Watch with second hand; not smart watches
Nursing Equipment and Supply Kit	<p>May be purchased in the Bookstore or separately from a different vendor (Items found in supply kits)</p> <p>Bandage scissors, Stethoscope (dual head), Gait belt (woven fabric with metal buckle), pen light with pupil sizes, Hemostat, ID holder and clip, and 3 WNCC patches</p> <p>*Stethoscopes – No electronic or amplified stethoscopes unless necessary per accommodations letter from Student Services.</p> <p>*Fanny packs and pocket organizers (black/white/gray colors only)</p>

NO LANYARD PENS, WOODEN CLIPBOARDS OR STETHOSCOPE COVERS

Scrubs may be ordered from Petersen Drug and Home Care, 502 West 27th Street, Scottsbluff, Nebraska, 308-575-0400 or Online.

Classroom Expected Behavior

End-of Program Student
Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry Based Practice
- V: Professionalism

Purpose:

To promote student success in the nursing program and their careers. To ensure effective communication and collaboration, safe patient-centered care in the classroom setting.

To develop an attitude of inquiry-based practice and skills to effectively communicate and collaborate with members of the healthcare team.

Procedure:

1. Students are expected to comply with WNCC policies as defined in the College Catalog and Student Handbook.
2. Students are expected to comply with the Nursing Program Student Handbook.
3. Students are expected to comply with faculty course policies and expectations related to each course
3. Students achieve stated semester level student learning outcomes as identified in the course.
4. Students demonstrate successful completion of each theory course with a minimum of 75% (C) and Pass with Satisfactory on all course final clinical evaluations.
5. Failure to demonstrated achievement of Expected Classroom Behaviors will result in the initiation of Unsafe/Unsatisfactory Clinical/Classroom Behavior Procedure and Classroom Performance Contract.

Classroom Behaviors

The student will:

1. Adhere to Nursing Program Attendance Policy
2. Adhere to theory course instructor's course expectation sheet
3. Demonstrate honest, civil and respect for the opinions of others.
4. Demonstrate courteous professional behaviors, responses, and language (no profanity or slang)
5. Attend class free of any impaired cognition due to drugs and alcohol. See the College catalog for student conduct expectations and Student Handbook for the Judicial Code and Appeal.
6. Submit course work assignments on time
7. Demonstrate timely attendance
8. Turn off cell phone ringers (must be set to vibrate, no audible sounds allowed)
9. Refrain from texting during classroom activities, unless approved by course instructor.
10. Request for recording of class activities must be approved by the instructor prior to class
11. Schedules an appointment to consult with theory instructor.
12. Adheres to Dress Code Requirements
13. Maintains confidentiality
14. Notify instructor of absence 30 minutes prior to the start of class
15. Children or other guests are not allowed in or around the classroom during class time.
16. Use laptop for only classroom activities.

*Reviewed/Revised/Approved 6/28/23
Adapted from Northeastern Community College*

Classroom Performance Contract

Student _____ Date _____

Definition:

A classroom performance contract is directed toward establishing strategies to improve the student's theory grade.

Criteria for Contract: (may include any of the following)

1. An exam, assignment, or grade average at/or below 80%
2. At risk for a theory grade at/or below 80% at end of course
3. Behaviors, which interfere with classroom performance (includes attendance)

Documentation for Initiation of Contract:

In order to complete (Course) _____, _____ will be expected to:

Faculty _____ Date _____
Student _____ Date _____

Terms of Contract met – date & Signature _____
Terms of Contract NOT met – date & Signature _____

*Reviewed/Revised/Approved 6/28/23
Adapted from Northeastern Community College*

Classroom Performance Contract Procedure

End-of Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry Based Practice
- V: Professionalism

Purpose:

To facilitate student success in the classroom setting and achievement of end-of-program student learning outcomes.

Procedure:

All students enrolled in any nursing course may receive a performance contract depending on classroom performance and behavior.

1. If a student's unit exam grade, assignment grade or course average falls at/or below 80%, and/or if he or she is demonstrating unsafe/unsatisfactory behavior, faculty may initiate a written performance contract.
 - ❖ Grades at/or below 80% at midterm will require a written performance contract.
2. Student absences exceed the course credit hour will initiate in a written performance contract
 - ❖ Additionally, the absences will result in 1 professionalism point
 - ❖ Lack of Adherence to contract will result in additional professionalism points.
3. Students will meet with the course instructor to discuss individual learning needs in which the student must come prepared with a written plan to improve their course grade and/or attendance.
4. A plan for remediation will be developed by the instructor and student.
5. Possible referrals may be made to Disability, Counseling and/or Tutoring Services.

Methods of Evaluation Philosophy

End-of Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry Based Practice
- V: Professionalism

Purpose:

To evaluate student performance in the clinical and classroom settings.

Procedure:

All students will be continually evaluated by nursing faculty as outlined in specific course syllabi, course expectations, and expected classroom/clinical behaviors

1. The WNCC nursing faculty believe that the evaluation of student progress is a continuous process involving both instructor and learner responsibilities for assessment of learning needs.
2. All students will have the opportunity and are encouraged to do a self- evaluation at the end of each clinical day.
3. The goal of evaluation is to determine whether the student has attained Satisfactory performance and the expected behaviors, as articulated through the course and/or clinical objectives. The course objectives and/or semester level student learning outcomes progress from simple to complex throughout the program of study. The course instructor clearly defines evaluation criteria and methods to the student in the course syllabus at the beginning of each course and with any change in program policies.
4. Evaluation or assessment of the individual learner is likely to involve:
 - a. Identification of learning needs, or observed deficits or missed opportunities that should be addressed during the learning experience
 - b. Assessment of progress toward achievement of course objectives
 - c. Judgment concerning student's achievement of a satisfactory level of performance at the conclusion of a classroom, lab, or clinical learning experience.
5. Sources of data for evaluation or assessment include, but are not limited to:
 - a. Observation
 - b. Students' written work
 - c. Students' oral presentations
 - d. Simulations and or demonstration of skills in lab
 - e. Self- Evaluation
 - f. Clinical instructor
 - g. Preceptor Evaluations

- h. Assessment technologies (ATI)
- i. Clinical Evaluations
- j. Exams, Quizzes
- k. Rubrics
- l. Skills Competency

6. Opportunities for evaluation or assessment include:

- a. Classroom
- b. Laboratory
- c. Clinical Setting

7. Nursing faculty utilizes the Learning Management System Grade book for all nursing theory and lab courses where all grades can be viewed under “MY WNCC”.

Reviewed/Revised/Approved 6/28/23
Adapted from Northeastern Community College

Plagiarism/SafeAssign/Turnitin

*Plagiarism is a serious offense. Students are expected to do their own work for all course assignments. WNCC's nursing program will require all written assignments be subject to assessment for plagiarism through the antiplagiarism software **SafeAssign**.

“**SafeAssign** compares submitted assignments against a set of academic papers to identify areas of overlap between submitted assignment and existing work. A SafeAssign originality report provides detailed information about the matches found between a student's submitted paper and existing sources. Both instructors and students can use the report to review assignment submissions for originality and create opportunities to identify how to properly attribute sources rather than paraphrase.”

“It is likely that SafeAssign will detect any paper that has been copied from another student or any document on the internet.”

<http://www.blackboard.com/safeassign/index.html>.

Requirements for submission using SafeAssign/Turnitin

1. All assignments will be subject to submission through SafeAssign/Turnitin
2. Assignments with a similarity rating of 24% or less will be accepted.
3. Any assignment submitted for grading with a similarity rating of 24% or greater will be subject to zero (0) grade for that assignment.
4. Assignments required to be submitted through SafeAssign/Turnitin and are submitted for grading not using SafeAssign will receive a zero (0) for a grade.

**Adapted from Chamberlain University College of Nursing Student Handbook*

Clinical and Lab Policies and Procedures

Administration of Controlled Substances Procedure During Clinical

End-of Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry-Based Practice
- V: Professionalism

Purpose:

To identify the nursing student's responsibility in administration of controlled substances.

Procedure:

Student nurses may not administer any route of a controlled substances.

1. Students must adhere to facility policies.
2. If the contracted clinical site has a policy that student nurses are not to administer Controlled Substances, the student will follow agency policy.
3. A Controlled Substance may not be taken from the agency Pyxis by another nurse and handed off to the clinical instructor, for the student nurse to administer.

A controlled substance is: Drugs and other substances that are considered controlled substances under the Controlled Substances Act (CSA) are divided into five schedules. An updated and complete list of the schedules is published annually in [**Title 21 Code of Federal Regulations \(C.F.R.\) §§1308.11 through 1308.15**](#). Substances are placed in their respective schedules based on whether they have a currently accepted medical use in treatment in the United States, their relative abuse potential, and likelihood of causing dependence when abused. A list of current controlled substances can be found here: <https://www.deadiversion.usdoj.gov/schedules/#define>

*Reviewed/Revised/Approved 6/28/23
Adapted from Northeastern Community College*

Clinical/Lab/Simulation Performance Contract
Western Nebraska Community College ADN Nursing Program

Student: _____

Date: _____

Definition: This contract serves the purpose of establishing strategies which will improve the student's clinical performance in order to achieve the critical competencies

Criteria for Contract:

1. A failing clinical grade at midterm
2. Demonstration of unsatisfactory clinical/lab/simulation behaviors
3. At risk of failing clinical at the end of the course
4. Behaviors, which interfere with successful achievement of End-of-Program Student Learning Outcomes (EPSLOs)

Documentation for Initiation of Contract: (Address areas of concern as they relate to the EPSLOs)

In order to successfully pass clinical in course _____, _____ will be expected to:

Student ideas for strategies to improve in clinical: (Student completes this section)

Faculty _____ Date: _____

Student _____ Date: _____

Terms of Contract met – date and signature _____

Terms of Contract NOT met – date and signature _____

Reviewed/Revised/Approved 6/28/23
Adapted from Northeastern Community College

Expected Clinical/Lab Behaviors

End-of Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry Based Practice
- V: Professionalism

Purpose:

To inform student regarding the procedure for clinical performance and to ensure satisfactory clinical performance is evaluated throughout the nursing program.

To promote student success in the nursing program and their careers. To ensure effective communication and collaboration, safe patient-centered care in the classroom setting.

To develop an attitude of inquiry-based practice and skills to effectively communicate and collaborate with members of the healthcare team.

Procedure

1. The clinical instructor will evaluate student clinical/lab performance daily.
2. The daily clinical evaluations will be synthesized in a midterm and final course/clinical/lab evaluation to document overall performance.
3. The student must demonstrate consistent progress and achieve Satisfactory in clinical/lab performance, to progress to the next clinical course.
4. Failure to demonstrate achievement of consistent Satisfactory Performance will result in the initiation of Unsafe/Unsatisfactory Clinical/Classroom Behavior Procedure and Clinical/Lab Performance Contract.
5. Failure to achieve Satisfactory performance on the final evaluation will result in failure of the course even if the student has passed the theory component.
6. The Attendance Procedure will be implemented for those students who are absent from lab or clinical.

Clinical/Lab Behaviors

The student will:

1. Adhere to HIPAA confidentiality Policy.
2. Achieve clinical/lab and semester level student learning outcomes for the course.
3. Adhere to Clinical/Lab Attendance Policy
4. Complete clinical/lab assignments and submit on time (including, but not limited to clinical Care Plans).
5. Demonstrate satisfactory clinical/lab preparation for assigned patient.
6. Provide a safe environment for patient, family, members of the healthcare team, and self.
7. Utilize medical and surgical asepsis.
8. Perform nursing procedures using accepted standards of care.
9. Practice principles of safe medication administration.
10. Apply the steps of the nursing process in the care of assigned patient/s.
11. Effectively communicate with patient/family, instructor, health team members, and peers.
12. Utilize evidence-based practice when providing patient-centered care.
13. Provide care consistent with professional standards, ethics, and legal regulations.
14. Attend the minimum hours of clinical/lab experience as defined by course policies.
15. Demonstrate initiative in seeking out learning experiences.
16. Perform invasive procedures only with direct supervision
17. Arrives at least 15 minutes before designated start time for clinical.
18. Stays focused during clinical/lab learning, avoids conversations on personal and social topics.
19. Notifies clinical/lab facility and instructor of an absence before scheduled clinical/lab experience begins
20. Adheres program Dress Code for lab, skills testing, and clinical.
21. Refrains from bringing children to clinical/lab environment.
22. Notifies instructor or preceptor prior to leaving the clinical/lab environment.
23. Administer medication only with WNCC nursing instructor supervision, unless the clinical experience is with a designated preceptor.

*Reviewed/Revised/Approved 6/28/23
Adapted from Northeastern Community College*

Simulation Performance Guidelines

End-of Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry-Based Practice
- V: Professionalism

Purpose:

To bridge content to practice in a simulated environment and facilitate student success in nursing program coursework.

Procedure

The following are critical clinical expectations and behaviors used to evaluate student Simulation performance, in addition to the clinical specific Clinical Course Evaluation Forms and Clinical Behaviors. Simulation will be graded as Satisfactory or Unsatisfactory. Any student receiving an Unsatisfactory in any course outcome will not Pass clinical and will not successfully Pass the theory/clinical course.

Procedure

1. Students are required to participate in designated simulation clinical hours.
2. Students are required to demonstrate safe patient-centered nursing care
3. Students are to maintain confidentiality of the simulation experience
4. Students are required to perform professionally
5. Students are required to wear clinical dress attire
6. Students will demonstrate respect and dignity in the simulated environment
7. Student must contact the instructor prior to the start of simulation in order to have an excused absence.
8. Student skill performance may be video-recorded to facilitate debriefing sessions.
9. Clinical Performance criteria can be found in the Nursing Program Student Handbook under Clinical and Lab Policies and Procedures.

*Reviewed/Revised/Approved 6/28/23
Adapted from Northeastern Community College*

Clinical/Lab/Simulation Performance Unsafe/Unsatisfactory Behaviors

End-of Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry Based Practice
- V: Professionalism

PURPOSE:

To promote an environment of safe patient-centered care and professional behaviors at all times in the clinical/lab/simulation/classroom environments.

PROCEDURE:

- 1) Students are responsible for demonstrating Satisfactory performance on each course specific evaluation tool
- 2) The following are Unsafe/Unsatisfactory behaviors that will result in the initiation of the “Unsafe/Unsatisfactory Classroom/Clinical/Simulation/Lab Behavior Procedure”
 - Violates patient and/or family confidentiality
 - Fails to prepare for clinical/lab/simulation (theoretical knowledge) of the application of the knowledge to practice
 - Fails to respect patient rights and dignity
 - Performs clinical actions outside the student’s scope of practice
 - Falsifies patient documentation (e.g. makes up assessment, covers up mistakes)
 - Engages in social media/taking photographs while in the clinical/lab/simulation environment
 - Fails to anticipate complications and /or report change in patient’s condition
 - Abandons or leaves the clinical/lab/simulation area without notifying instructor and responsible Nursing staff.
 - Fails to immediately report a patient care error to instructor and responsible nursing staff
 - Makes independent clinical decisions beyond his/her competency
 - Avoids interacting with the patient and/or family.
 - Participates in clinical/lab/simulation while impaired cognitively (due to stress, drugs, alcohol, or lack of sleep)
 - Engages in soliciting, borrowing or removal of property or money from a patient or patient’s family or hosting facility
 - Fails to comply with facility policies and procedures (including but not limited to, smoking, dress code).
 - Acts in an aggressive and/or harassing manner, as defined in the Western Nebraska Community College Code of Conduct, toward any peer, patient, family, facility staff, Instructor or other persons.
 - Communicates in a disrespectful manner with patient, patient’s family, peers, nursing staff, peers and/or nursing instructor.

- Fails to achieve a passing clinical/lab/simulation care-plan score.
 - Fails to demonstrate medical and surgical asepsis
 - Fails to participate in the required hours of clinical/lab/simulation experience as defined by the course policies.
 - Demonstrates a lack of initiative in seeking learning experiences.
 - Fails to report to the clinical/lab/simulation environment on time.
 - Administers medication or performs sterile procedure without clinical instructor, appropriate nursing staff or preceptor.
 - Fails to adhere to evidence-based practice when providing patient-centered care.
 - Failure to use and cite credible sources for assignments.
 - Engages in activities that are not focused on clinical/lab/simulation learning.
- 3) Student Behavior that has been identified as **CRITICALLY UNSATISFACTORY** or Unsafe/Unsatisfactory by an instructor will result in initiation of the **UNSAFE/UNSATISFACTORY CLINICAL/LAB/SIMULATION/CLASSROOM BEHAVIORS PROCEDURE**.
 - 4) Behaviors classified as Unsafe/Unsatisfactory Clinical/Lab/Simulation/Classroom Behaviors will have a point value of 1-4 assigned to them.
 - 5) Points are not limited to one course but are considered cumulative and will follow the student through the rest of their enrollment in the WNCC Nursing Program regardless of graduation date, including re-admission or program changes.
 - 6) All points will be recorded in the Unsafe/Unsatisfactory Clinical/Lab/Simulation/Classroom Behavior Document.
 - 7) The Unsafe/Unsatisfactory Clinical/Lab/Simulation/Classroom Behavior Document will remain in the student's record.
 - 8) The instructor will notify and meet with the student regarding the occurrence either in clinical/or classroom.
 - 9) The student will develop a Clinical/Lab/Simulation/Classroom behavior improvement plan and submit to the instructor upon specified date.
 - 10) If points are awarded, the instructor will notify the Nursing Program Director (NPD) of assigned points and plan for improvement.
 - 11) The student has the option of submitting a written account of occurrence to the NPD within three (3) business days for the NPD's review.
 - 12) An accumulation of **four (4) Points** moves to the classification of the **CRITICALLY UNSATISFACTORY BEHAVIORS** and will result in a full review of the student's clinical/classroom performance (See Below Procedure).

*Reviewed/Revised/Approved 7/11/24
Adapted from Northeastern Community College*

**UNSAFE/UNSATISFACTORY
CLINICAL/LAB/SIMULATION/CLASSROOM BEHAVIORS DOCUMENT**

	Description:
Safety	
Patient-Centered Care	
Communication & Collaboration	
Inquiry Based Practice	
Professionalism	
	Total Points:

Instructor Signature: _____

Date: _____

Student Signature: _____

Date: _____

Signature may not indicate agreement with statements above, but acknowledges receipt of this information)

**Adapted from Nebraska Methodist Unsatisfactory/Unsafe Clinical Practice Procedure and Northeast Community College.*

Critically Unsatisfactory Behaviors Procedure

The profession of nursing has high professional standards, and these identified Critically Unsatisfactory Behaviors potentially place the patient, self, or others in immediate danger. An incident involving any of these behaviors will result in an automatic four (4) points and a Full Review.

Procedure:

- 1) In the event that there is an accumulation of 4 UNSAFE/UNSATISFACTORY CLINICAL/LAB/SIMULATION/CLASSROOM BEHAVIORS or any of the below listed CRITICALLY UNSATISFACTORY BEHAVIORS occur, the situation will result in immediate review of the incident with the course/clinical instructor and the Nursing Program Director.
- 2) If patient safety is a factor, the student will be placed on immediate CLINICAL SUSPENSION.
- 3) If initiated, a Review Panel of 3-5 people will meet within 5 business days. The Panel consists of but not limited to the Nursing Program Director (NPD), Dean of Health Sciences, Other Health Sciences Director, and two nursing faculty. If a conflict of interest occurs, the NPD will assign an alternative panel representative.
- 4) Students have the right to appeal the decision. Please refer to the College Student Handbook for the appeal procedure
- 5) If the student appeals the decision of the panel, re-admission to clinical activities will be allowed at the discretion of the NPD

The panel will make one of the following recommendations.

- 1) Remediation-initiation of a performance contract that could include, but not limited to: letter's of apology, educational assignments, and make-up clinical assignments.
- 2) Course Failure
- 3) Dismissal from the nursing program

CRITICALLY UNSATISFACTORY BEHAVIORS (The following are examples, but not limited to)

	CRITICAL UNSATISFACTORY BEHAVIORS	Signature	Date
1.	Evidence of drug/alcohol use during the nursing program (SLO: I, II, III, IV, V)		
2.	Violation of HIPPA Confidentiality Procedure at College and/or Clinical Facility (SLO: I, II, III, V)		
3.	Failure to demonstrate behaviors indicative of ethical/professional integrity (cheating on exam/plagiarism, beneficence, non-maleficence, justice, veracity) (SLO: I, II, III, IV, V)		
4.	Administering Medication or Invasive Procedure without supervision (SLO: I)		
5.	Performing procedures for which the student has not been instructed outside the Scope of Practice (SLO: I)		
6.	Failure to report errors (SLO: I, II, IV, III, V)		
7.	Falsifying documentation (SLO: I, III, V)		
8.	NO Call, NO Show (clinical) (SLO: I, III, V)		
9.	Abandons patient or lack of attention to care (SLO: I, II, III, V)		
10.	Demonstrates aggressive behavior towards patient, staff, and/or instructor/preceptor (threatening remarks, raises voice, getting into instructor/staff personal space (SLO: I, II, III, V)		

	Critically Unsatisfactory Behavior:
Safety	
Patient-Centered Care	
Communication & Collaboration	
Inquiry Based Practice	
Professionalism	
	Total Points:

Instructor Signature: _____

Date: _____

Student Signature: _____

Date: _____

Skills Competency Requirements

End-of Program Student Learning Outcomes:

- I: Safety
- II. Patient-Centered Care
- V. Professionalism

Purpose:

Skills competency is required in providing safe patient-centered care in the clinical setting, under the supervision of instructor or preceptor (if appropriate).

Procedure:

Students will:

1. Follow course requirements related to assigned skills demonstration.
2. Practice required skills before demonstrating competency
3. Complete required skill readiness as determined by course instructor
4. Demonstrate skills competency, as assessed by instructor evaluation (skills checklist)
 - a. A maximum of 3 attempts is allowed
5. Remediation of the skill is required if competency is not demonstrated after the first and second attempt, as assigned by instructor.

Students who do not demonstrate successful demonstration of skills competency after (3) three attempts will receive a no pass for the lab. Students must pass lab to successfully pass the course.

Verbal or Telephone Orders Procedure During Clinical

End-of Program Student Learning Outcomes:

- I: Safety
- II: Patient-Centered Care
- III: Communication and Collaboration
- IV: Inquiry-Based Practice
- V: Professionalism

Purpose:

To clarify the student's role in relation to the physician's order via telephone/verbal orders.

Procedure:

Students are not to independently take verbal or telephone orders from a healthcare provider.

1. Students are bound to all agency policies regarding physician verbal and telephone orders.

*Reviewed/Revised/Approved 6/28/23
Adapted from Northeastern Community College*

Student Support Documents

ADN Nursing Student Support Resources

Student Organizations:

Student organizations at WNCN may vary from year-to-year in accordance with changes in student interests and needs. Some organizations are primarily social, while others are academic, professional and recreational or service oriented. All formal student organizations are required to have a constitution that conforms to the educational objectives and administrative regulations of the College. Student Government, Student Senate, and Student Council are the chartering bodies for new organizations. To become officially recognized by the College, new organizations must submit their constitution to the student governing body of the appropriate campus, the Educational Services Council, and the College Council for approval. Any funds collected through the student organizations must be deposited and dispensed through the WNCN Business Office. All students can take advantage of the organizations that meet their own needs and interests.

Academic Testing & Tutoring:

The Academic Testing & Tutoring Center (AT&TC) provides Accuplacer testing, make-up testing services and classroom proctoring for WNCN faculty, as well as proctoring tests for other educational institutions. Tutorial services, certified through the College Reading and Learning Association (CRLA), are provided in the AT&TC for a variety of subjects. The AT&TC also offers College Level Examination Program (CLEP) testing to allow students to receive college credit by demonstrating subject mastery through an exam. The AT&TC offers certain independent study courses as an alternative to traditional college course enrollment by allowing students to enter credit courses at times other than the beginning of the three college terms. Electives to enhance study in an Associate Degree program, as well as academic foundation courses to prepare students for college-level classes, are available.

Academic Testing & Tutoring Center (AT & TC)
Tutorial services are provided for a variety of subjects.

- (308)635-6072

Academic Testing & Tutoring Page can be found here:

<https://www.wncn.edu/academics/academic-resources/academic-testing-tutoring>

Learning Management System:

Learning Management System is a web-based course management system designed to allow students

and faculty to participate in classes delivered online. This enables instructors to provide students with course materials, discussion boards, virtual chat, online quizzes & lectures and more. The MyWNCC Portal provides students with access to their own class schedules, program information, faculty advisor information, degree auditing, mid-term/final grades, and transcript access.

Bookstore:

The campus bookstore is located on the Scottsbluff campus. Textbooks can be ordered online at **bookstore.wncc.edu**

Childcare:

The Western Nebraska Child Development Center (WNCDC), a joint venture of Community Actions Partnerships of Western Nebraska and WNCC, opened on the Scottsbluff Campus in August 1993 to provide child care for WNCC credit students. It is licensed by the State of Nebraska to care for children between the ages of six weeks and five years old. In August 2000, the center became accredited through the National Association for the Education of Young Children to ensure a quality environment for children. Head Start Centers are also located at the center. A nutritious breakfast, lunch, and an afternoon snack are served to children who are at the center during those times. Students are asked to seek reimbursement through the Nebraska Department of Health and Human Services (HHS) to help with the cost of childcare. Students who do not qualify for HHS assistance may seek financial assistance through Student Services. For current information on center hours, cost and availability, contact WNCDC at 308-635-3231.

Information on this program can be found here:

[https://www.capwn.org/assets/wncdc-brochure-\(2\).pdf](https://www.capwn.org/assets/wncdc-brochure-(2).pdf)

Career Pathways and Advising:

Career Pathways Advisors on the Career Pathways & Advising team are responsible for assisting students with making informed decisions about their career pathways. This includes helping them explore and select WNCC programs of study that align with their skills, interests, strengths, etc., and then helping them to understand the academic and co-curricular requirements/opportunities that are associated with their career pathways. A variety of formal inventories are offered to assist with this exploration process, including interest, personality, strength and aptitude assessments.

Office location: Scottsbluff. Serves Sidney & Alliance campuses on a monthly rotation.

Executive Director of Student Success:
Luke A. Stobel
308-635-6132
Stobell2@wncc.edu

More information can be found here:

<https://www.wncc.edu/student-life/student-services/career-pathways-advising/career-services-exploration>

Computer Access:

Each campus has a computer lab designated for students.

Counseling: WNCC Catalog:

The Counseling and Advising Department serves as a comprehensive resource for the personal growth and life skills development of students. Personal counseling is available to students, by appointment, to discuss concerns about school, relationships, parents, gender issues, substance use and abuse, divorce, or other personal issues. An experienced professional counselor can offer assistance in a variety of personal development areas, such as stress management, acquaintance rape education, wellness education, and improved self-image. The counseling director may refer students to appropriate community agencies, which can offer additional assistance, treatment programs, or long-term counseling. Personality and interest inventories are available to facilitate personal growth and understanding. Confidential counseling sessions are scheduled with the licensed professional counselor with no extended waiting period for appointment.

It is often beneficial for persons dealing with similar issues to help each other, which could result in the information of a support group. Support groups are formed at Western Nebraska Community College based upon demand. Students should inform a counselor of ideas of concerns if they wish to join or form a support group. Contact information for counseling services is listed below:

- Counseling-(308) 635-6050

WNCC Counseling Services Page can be found here:

<https://www.wncc.edu/student-life/student-services/counseling>

Library Services:

The WNCC Library is located on the main campus in Scottsbluff with a branch location at Sidney. The Alliance Public Library shelves WNCC materials and welcomes students at that site. Librarians are available to assist students with research needs and using the library's resources. Support is also available by email, chat, SMS text messaging, and phone including assistance with research, citations and using the library's resources.

The WNCC library offers a large selection of electronic and print resources that support the curriculum, student learning, and our online learners. Off-campus access is available to current students, faculty, and staff. The libraries are also open to the public. A free charging station for charging cell phones, tablets and other electronic devices is available for use at the Scottsbluff campus library.

Library materials can be searched and accessed through the library web page at libguides.wncc.edu/library. The library also offers magazines, newspapers, audio books and DVD's, as well as laptop and tablet computers that are available for student, faculty, and staff check out.

Interlibrary loan is available to students, faculty, and staff for items not found in the library collection. The libraries in Scottsbluff and Sidney have computer labs that offer a range of software as well as printing. Quiet study is encouraged throughout the libraries. library@wncc.edu p: 308.635.6068 SMS/Text Message: 308.225.5015 libguides.wncc.edu

Librarians are available to help students with research, citation and using library's resources. They can be reached at [library @wncc.edu](mailto:library@wncc.edu)
Scottsbluff – 308-635-6068
Sidney – 308-254-5450
Alliance- 308-763-2000

EBSCO database includes current, peer reviewed nursing and medical journals that will be helpful toward meeting the outcome of Student Learning Outcome IV – Inquiry Based Practice.

Library Services Page can be found here:
<https://www.wncc.edu/academics/libraries>

Search all library resources: print materials, eBooks, and databases here:
<https://libguides.wncc.edu/library>

A-Z Databases:
<https://libguides.wncc.edu/az.php>

Math Center:

The Math Center is available for students who need extra assistance in mathematics. Students may receive help from tutors or use computer programs to provide help in specific areas. The center is geared particularly to students in lower level courses, but help is available for all classes, including calculus. The Math Center is open for assistance during the daytime and evening, and is located in the main building on the Scottsbluff Campus.

Resources for the online Math Center can be found here:

<https://www.wncc.edu/about-wncc/campus-safety/wncc-online-math-center.pdf>

Multicultural & International Student Support Director:

Connie Lutz

308-635-6348

lutzc5@wncc.edu

Multicultural & International Student Support information can be found here:

<https://www.wncc.edu/student-life/student-services/diversity-inclusion>

TRIO Veteran's Upward Bound/Military and Veteran Affairs

The Military & Veterans Affairs Office provides academic, career, and financial assistance to qualified veterans at no cost, as well as organized social and cultural activities. Our goal is to ensure academic success – whether that means graduation or transferring to a four-year institution - through persistence and ease of access to services.

TRIO Student Support Services

College can be one of the biggest challenges of our lives. TRIO Student Support Services (SSS) is here to provide all the support you need during that journey.

Qualified students have access to academic tutoring, personal advising, mentoring, financial guidance, and other necessary support services. TRIO, which is a set of federally funded college support programs, is focused on promoting educational access and retention

Writing Center:

The Writing Center provides help for students in all phases of writing whether for an English class or in preparation of a paper for another course. Students taking

Developmental Writing and Basic Writing are required to spend time each week in the center. Other students are welcome to seek assistance as needed. The Writing Center is open for both daytime and evening assistance during the fall and spring semesters and for daytime assistance during the summer semester. The Writing Center is located in the Learning Commons on the Scottsbluff Campus (by appointment), in the library in Sidney

eHelp:

The eHelp Center is here to assist students with technical problems using the online services at WNCC. The eHelp center is located in the Library at the Scottsbluff campus, but assistance is available by phone, chat, text, or through an ever-expanding online FAQ page.

[Home - eHelp Center - WNCC Library at Western Nebraska Community College](#)

(by appointment), and available on the Alliance Campus from 4-6 Monday-Thursday (subject to change).

To schedule an appointment online:

<https://www.wncc.edu/academics/academic-resources/index>

Resources for the online Writing Center can be found here:

<https://wncc.edu/about-wncc/campus-safety/wncc-online-writing-center.pdf>

Reviewed/Revised/Approved 6/28/23

Student Signature Documents

ACADEMIC INTEGRITY AGREEMENT

Purpose:

To promote student academic success for all assignments in the nursing program.

Upon reviewing the WNCC academic integrity statement, I _____, understand and will comply with Western Nebraska Community College's academic integrity policy and procedure.

Name: _____

Date: _____

Reviewed/Revised/Approved 6/28/23

Disclaimer for Filming and Pictures

I _____ understand, that as a student enrolled in Western Nebraska Community College, there may be times that filming and or photographs will be taken. Upon signing this agreement, I give consent to be either photographed and or filmed for the purpose of marketing and or learning experiences.

Name: _____ Date: _____

Reviewed/Revised/Approved 6/28/23

PROFESSIONAL/ETHICAL BEHAVIOR AGREEMENT

Western Nebraska Community college has a responsibility to ensure that students maintain proper professional/ethical conduct both in classroom and clinical sites.

I understand that as a student of the Health Sciences Division Nursing Program at Western Nebraska Community College, I have a responsibility to maintain professional/ethical behavior in all aspects of the program.

I hereby agree that:

- I will maintain confidentiality of any information read, overheard, or exposed at clinical facilities, including information that is non-related to client care.
- I will maintain confidentiality of any activity that occurs at a clinical facility. **Whatever is said or occurs in a facility stays in the facility.**
- I will maintain integrity.
- I will practice within legal limitations of my role
- I will practice in a respectful nondiscriminatory manner.
- I will demonstrate reliability and dependability.
- I will report chemically unimpaired.
- I will follow the policies and procedures found in the WNCC Nursing Program Student Handbook.

I understand that the violation of any principles of professionalism/ethics may result in corrective action, up to and including, dismissal from the current class and preclusion of participation in any future Health Sciences Division Nursing Program at Western Nebraska Community College.

Signature of Student

Print Name

Reviewed/Revised/Approved 6/28/23



Western Nebraska
Community College

Health Sciences Division
AUTHORIZATION TO RELEASE INFORMATION

John N. Harms Center
2620 College Park
Scottsbluff, NE 69361

Student Information		
Name:	Student ID:	
DOB:	Phone No:	Cell No:
Address:		
City:	State:	Zip:

As a student enrolled at Western Nebraska Community College (WNCC), I authorize WNCC to release the following information from my student records:

- Immunizations/Vaccination records
- Liability Insurance Card
- CPR Card
- Drug Screen Results
- Background Reports
- Transcripts
- Fit Testing
- Other (please specify) _____

Student Signature and Date of Authorization

Print Name.....

Signature.....

*Date.....

Student Under the age of 18:

Print Parent or Guardian Full Name.....

Parent or Guardian Signature.....

*Date.....

*This authorization is valid from the date of my signature above and shall expire at my completion of the nursing program.

* Revocation: I understand that I have the right to revoke this authorization by providing written notice to the nursing program director. However, this authorization may not be revoked if program staff have acted on this authorization prior to receiving my written notice.

Risk for Exposure to Infectious Diseases Acknowledgement

Purpose: To document student acknowledgement of risk in providing direct or indirect patient care for known or unknown patients with an infectious disease.

I acknowledge during my clinical experiences I may be assigned a patient/s with a known or unknown infectious disease. I understand that while performing nursing care I may be exposed to respiratory secretions, blood, body fluids, or tissue. I will use appropriate protective equipment, per facility policy, when there is an inherent potential for mucous membrane or skin contact. I have been prepared to implement CDC guidelines for personal protective equipment in care of my assigned patient/s _____.

I understand that if I do not follow facility policy related to personal protective equipment, I may be removed from the clinical site _____.

I understand if I have a safety concern, I can express this to my nursing instructor and/or supervising registered nurse. _____

Student Signature _____ Faculty Signature _____
Date _____

Reviewed/Revised/Approved 6/28/23

SIMULATION CONFIDENTIALITY AND VIDEO & AUDIO RECORDING CONFIDENTIALITY OF INFORMATION

Participants/observers will be expected to keep all events, procedures, and information strictly confident in order to maintain the integrity of the educational experience. This includes information obtained prior to the actual simulation, information obtained during the simulation, and information obtained during the debriefing portion of the simulation.

Participants/observers are not to share information about their simulation experience with other participants/observers outside of their immediate simulation group. Doing so would violate ethical standards of academic integrity established by WNCC.

_____ I agree to maintain strict confidentiality about the details of simulated clinical experiences, the simulation scenarios, and the performance of any participants. This includes refraining from discussing what occurred in regards to Protected Health Information about simulated patients and actions and statements made by fellow students and faculty. Failure to uphold the principles of confidentiality will be subject to disciplinary action according to the college policy.

AUDIOVISUAL RECORDING

Simulated clinical experiences may be recorded to be used during debriefing, and for educational purposes only. Educational purposes may include showing clips in the classroom setting. Use of the recording outside these parameters will need additional consent from signed by the student.

_____ I have been informed that simulated clinical experiences may be audio and video recorded to be used for debriefing, educational purposes and faculty evaluation. I understand that use of the recording outside these purposes conferences presentation, research, etc.) will need additional writing permission.

Print name: _____

Signature: _____

Date: _____

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STATEMENT ON STUDENT POLICIES

1) I have read the policies for the Nursing Program and have had the opportunity to have questions

concerning said policies answered by a representative of Department.

2) I understand that, as a student in this program, that I have access to this handbook through the Learning Management System course and the opportunity to print a hard copy. I also understand if I need further clarification of the policies, I am free to ask the Nursing Program Director and faculty throughout the year

3) I understand that as a student of Western Nebraska Community College, it is my responsibility to read and adhere to College policies as identified in the College Catalog and the Nursing Program Student Handbook.

4) I shall abide by the policies as a student in the program.

5) By signing below, you agree to all these aforementioned statements.

Please print your name

Signature

Date

Reviewed/Revised/Approved 6/28/23

STUDENT NON-DISCLOSURE AGREEMENT

Western Nebraska Community College has a legal and ethical responsibility to respect the right to privacy of all individuals and to ensure the confidentiality of their health information.

I understand that as a student of the Health Sciences Division Nursing Program at Western Nebraska Community College, I have a responsibility to maintain the privacy of all individuals and the confidentiality of all health information.

I hereby agree that:

- I will hold confidential all health information I have access to.
- I will use discretion to ensure verbal communication of health information remains confidential.
- I will protect written health information from public and unauthorized access.
- I will only access the records of individuals who are part of an assigned activity.

I understand that the violation of this agreement may result in corrective action, up to and including, dismissal from the current class and preclusion of participation in any future Health Sciences Division nursing programs at Western Nebraska Community College.

Signature of Student

Print Name

Reviewed/Revised/Approved 6/28/23

Student Signature Page

I understand that nursing students must be able to perform certain functional abilities for the delivery of safe, effective nursing care. If a physical and/or mental health condition arises that interferes with my ability to meet the clinical competencies, I must submit a physician's release documenting my ability to meet the clinical competencies before continuing or re-entering the program. Initials: _____

I understand that if the College is unable to make a clinical placement at a scheduled clinical site due to misconduct or as a result of the criminal background check, I may be dismissed from the nursing program. Initials: _____

I understand that if I fail to call or attend clinical, orientation, or a mandated facility training, simulation assignments, observational clinical, I may be dismissed from the program. Initials: _____

I understand that if I do not achieve a 75% course grade and a Pass with Satisfactory with the associated clinical, I will not be able to progress in the nursing program. Initials: _____

I understand if I do not follow the policies of the WNCC Nursing Program Student Handbook, I may be dismissed from the program. Initials: _____

I understand if I drop a WNCC nursing course, I will not be able to progress in the nursing program _____

I understand if I violate the Academic Integrity Procedure I may be dismissed from the program. Initials: _____

I understand if I violate the HIPAA procedure I may be dismissed from the program. Initials: _____

I understand if I fail to submit CPR, nursing student liability insurance, background check and immunizations by stated deadline, I may be dismissed from the program. Initials: _____

I have reviewed each policy and procedure in this handbook and understand I am responsible to follow these policies and procedures.

Student Signature: _____

Date: _____

Reviewed/Revised/Approved 6/28/23

Glossary of Terms

Artful Patient Care-The art of nursing is generally considered that part of care that is not grounded in scientifically derived or theoretical knowledge. It is viewed as the aspect of patient care that requires personal insight and intuition, gained by individual nurses through practice and experience. (Education Reform Glossary, 2014).

Assessment-the first step of the nursing process, is a systematic method of collecting data about the client, family or community for the purpose of identifying actual and potential health problems. This data is the cornerstone for the development of nursing diagnoses and a nursing plan of care. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Associate Degree Nursing-Allows the graduate to provide client care both interdependently and independently as a nursing professional. Associate degree education emphasizes the commonalities of nursing practice providing for safe, effective care across the life span. In the role as manager of care, the associated degree nurse uses knowledge and understanding of principles of client care management, legal parameters of nursing practice, and roles, responsibilities and skills of members of the health care team. Communication, collaboration, critical thinking and delegation skills are vital in making decisions regarding priorities of care, delegation of specific aspects of care and in directing others to use time resources efficiently. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Caring-Promoting health, healing, and hope in response to the human condition. (National League of Nursing, 2010).

Clinical Judgment-Process of the reasoning process: noticing, interpreting, responding, and reflecting (Tanner 2006)

Clinical Reasoning- The processes by which nurses and other clinicians make their judgements, and includes both the deliberate process of generating and critically evaluating alternatives, weighing them against evidence, and choosing the most appropriate and those patterns that might be characterized as engaged, practical reasoning (Tanner 2006)

Collaboration in Nursing Care-The healthcare team works as a group utilizing individual skills and talents to reach the highest of patient care standards.

Communication- “A process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a ‘common understanding’ of meaning, intent and use of a message.” Paul Leagens

Competency-An expected and measurable level of nursing performance that integrates knowledge, skill, abilities, and judgment that is based on established scientific knowledge and expectations for nursing practice. (American Nurses Association, 2010).

Core Competencies-The discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in schools of nursing to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the

foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care. (National League of Nursing, 2010).

Course Outcomes-The expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the attainment of program outcomes. (National League of Nursing, 2010).

Critical Thinking-Identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective [Tanner, 2006]. Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research [Craig & Smith, 2007]. (National League of Nursing, 2010).

Culture of Caring-A fundamental part of the nursing profession, characterized by concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. (National League of Nursing, 2010).

Data Collection-The action of collecting discrete entities that are described objectively without interpretation. (American Nurses Association, 2010).

Distance Education- An educational method of delivery of nursing courses in which instruction occurs when a student and instructor are not physically in the same place. Instruction may be synchronous or asynchronous. Distance education uses one or more distance technology to support regular and substantive interactions between instructor and students. (Accreditation Commission for Education in Nursing, 2014).

Distance Technology-Instructional methods that may include one-way or two-way transmissions, audio, video, the Internet, and/or computer technologies. (Accreditation Commission for Education in Nursing, 2021).

Diversity Concepts-Knowledge about persons, communities, regions, countries, cultures, and ethnicities other than one's own. (Accreditation Commission for Education in Nursing, 2014).

Education-A continual life-long process of learning and development. It enables the student to adapt to new experiences; develop a sense of values; acquire knowledge, skill, attitudes, and self-discipline necessary to function effectively in society. (Western Nebraska Community College Student Handbook, 2015).

End-of-Program Student Learning Outcomes-Statements of learner-oriented, practice ready expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the nursing program, regardless of the nursing program option. End-of program outcomes must be consistent with standards or contemporary nursing practice and must be different for each program type. (Accreditation Commission for Education in Nursing, 2021).

Evaluation-The fifth step of the nursing process, is a cognitive activity that completes the nursing process by indicating the degree to which the client's expected outcomes have been met. Students will use this skill in examining appropriate client outcomes and the ability to readjust expected outcomes. (Western Nebraska Community College Nursing Program Student Handbook, 2015).

Evidence-Based Practice-Actions, processes, or methodologies that are grounded in and flow from the translation of substantive and current research. (Accreditation Commission for Education in Nursing, 2014).

Growth and Development-Includes all the changes that take place throughout a person's lifetime. Growth is the measurable attributes of a person's changes in physical dimensions (height, weight, skeletal structure). Development is the person's behavioral adaptation (ability to talk and learn) to the environment. Nursing students will use the nursing process to analyze and generate nursing diagnoses with this data. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Health care system-The complete network of agencies, facilities, and all providers of health care in a specified geographic area. Nursing services are integral to all levels and patterns of care, and nurses form the largest number of providers in a health care system.

Health-A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, color, religion, national origin, sex or gender, age, disability, marital status, military veteran status, sexual orientation, gender expression/identity, or political affiliation. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Healthcare Providers-Individuals with special expertise who provide healthcare services or assistance to patients. They may include nurses, physicians, psychologists, social workers, nutritionists/dietitians, and various therapists. (American Nurses Association, 2010).

Holistic-The culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum. (National League of Nursing, 2010).

Human Being (individual)-A unique ever-changing, physio-changing, and spiritual being motivated by needs arranged in a hierarchy, according to Maslow's Hierarchy of Need. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Inquiry-Based Learning-A term used to describe approaches to learning that are based on a process of self-directed inquiry or research. Students conduct small or large-scale inquiries that enable them to engage actively and creatively with the questions and problems of their discipline, often in collaboration with others. IBL approaches include case-study and problem-based learning (PBL) methods as well as research projects of different kinds. It is a key characteristic of IBL that inquiry tasks facilitate exploration and investigation of issues or scenarios that are open-ended enough for different responses and solutions to be possible (Khan and O'Rourke, 2005).

Integrity-Respecting the dignity and moral wholeness of every person without conditions or limitation. (National League of Nursing, 2010).

Interdisciplinary-Reliant on the overlapping skills and knowledge of each team member and discipline, resulting in synergistic effects where outcomes are enhanced and more comprehensive than the simple aggregation of any team member's individual efforts. (American Nurses Association, 2010).

Life-Long Learning-The provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment.

Maslow's hierarchy of needs-The humanistic psychologist Abraham Maslow's theory of motivation and human needs that believes the lower human needs (such as hunger) must be satisfied before higher needs (such as achievement) will motivate behavior. This hierarchy begins with the physiological needs, progressing to safety, belonging and love, esteem then ending in the need for self-actualization. Satisfying these needs in a consistent manner is necessary for optimal health. Using the hierarchy, the student will establish priorities and aim for optimal wellness when assisting clients meeting their own needs. (Western Nebraska Community College Nursing Program Student Handbook, 2015).

Nursing Actions-Theoretically derived and evidence-based interventions that are intended to protect, promote, and optimize health; prevent illness and injury; alleviate suffering; advocate for individuals, families, communities, and populations; and otherwise produce beneficial outcomes. (National League of Nursing, 2010).

Nursing Education-is the preparation of the student to function as a member of the healthcare team and is based on systematic principles, use of the nursing process, prioritization of patient needs and use of clinical reasoning. Nursing education should provide for continuity and correlation of classroom and laboratory/clinical learning experiences arranged in sequence from the simple to the complex. Nursing education derives from five critical concepts: safety, patient-centered care, communication & collaboration, inquiry-based practice and professionalism. Nursing education should motivate the student to continue personal growth through self-evaluation, service to humanity, and participation in professional community activities. (Accreditation Commission for Education in Nursing, 2014).

Nursing Faculty-Nurses who teach and evaluate nursing students, are academically qualified, and have experience in the content areas in which they teach. (Accreditation Commission for Education in Nursing, 2021).

Nursing Judgment-encompasses three processes: Critical thinking, clinical judgment, and integration of best evidence into practice.

Nursing Practice-The collective professional activities of nurse that are characterized by the interrelations of human responses, theory application, nursing actions, and outcomes. (American Nurses Association, 2010).

Nursing Process-A critical thinking model comprising the integration of singular, concurrent actions of these six components: assessment, diagnosis, identification of outcomes, planning, implementation, and evaluation. (American Nurses Association, 2010).

Nursing-The profession of nursing is both a science and an art concerned with biophysical, emotional, psychosocial and spiritual needs of individuals and their families. Nursing involves promoting wellness, preventing disease, and caring for and rehabilitating the sick and handicapped through utilization of the nursing process. Students are taught to see clients as individuals with rights and privileges deserving of respect. (Western Nebraska Community College Nursing Program Student Handbook, 2014).

Patient-Centered Care-Care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient-centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care (National League of Nursing, 2010).

Plan of Care-A comprehensive outline of the components that need to be addressed to attain expected outcomes in regards to patient care and safety. (American Nurses Association, 2010).

Practical Nurse-A nurse who has completed a practical nursing program and is licensed by a state to provide routine patient care under the direction of a registered nurse or a physician. (Farlex, 2015).

Preceptor-An academically and experientially qualified nurse who has received formal training to function as a resource and role model for nursing students. (Accreditation Commission for Education in Nursing, 2014).

Program Outcomes-Measurable indicators that reflect the extent to which the purposes of the nursing education unit are achieved by which program nursing program effectiveness is documented Examples include but are not limited to: program completion rates, job placement rates, licensure/certification exam pass rates, graduate satisfaction, and employer satisfaction. (Accreditation Commission for Education in Nursing, 2021).

Public-Any individual or group with an interest in but not directly responsible for the development or delivery of the nursing program (e.g. clients/patients, non-nursing students, non-nursing faculty, healthcare providers, and community residents. (Accreditation Commission for Education in Nursing, 2014).

Quality of Care-The degree to which health services for patients, families, groups, communities, or populations increase the likelihood of desired outcomes, and are consistent with current professional knowledge. (American Nurses Association, 2010).

Registered Nurse (RN)-An individual registered or licensed by a state, commonwealth, territory, government, or other regulatory body to practice as a registered nurse. (American Nurses Association, 2010).

Safety-The condition of being free from harm or risk, as a result of prevention and mitigation strategies. (American Nurses Association, 2010).

Scholarship-Activities that facilitate the enhancement of expertise and achievement of the goals and outcomes of the nursing education unit. This may include, but are not limited to: application of knowledge, teaching, service, practice, and research. (Accreditation Commission for Education in Nursing, 2014)

Spirit of Inquiry-A persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations. (National League for Nursing, 2010).

Standards (nursing)-Authoritative statements by which the nursing profession describes the responsibilities for which its practitioners are accountable, the outcomes for which registered nurses are responsible, and by which the quality of practice, service, or education can be evaluated. (American Nurses Association, 2010).

Standards of Practice-The subset of nursing standards that describes a competent level of nursing care as demonstrated by the nursing process that forms the basis for the decision making of registered nurses and that encompasses all significant nursing actions. (American Nurses Association, 2010).

Student Learning Outcomes (SLOs)-Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of a learning experience; characteristics of the student at the completion of a course and/or program. Learning outcomes are measurable, learner-oriented abilities that are consistent with standards of professional practice. (Accreditation Commission for Education in Nursing, 2014).

Student-Centered Education (learner-centered education)-Broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience. (Education Reform Glossary, 2014).

Therapeutic-Refers to healing, such as a medicine or therapy that has healing or curative capability for treatment of disease or disability. (Education Reform Glossary, 2014).

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