WESTMORELAND
COUNTY
COMMUNITY COLLEGE
Ambitious.

Westmoreland County Community College

N U R S I N G   G R A

2022-2023

STUDENT HANDBOOK

THIS PAGE INTENTIONALLY LEFT BLANK

WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

TABLE OF CONTENTS

WESTMORELAND NURSING PROGRAM

Section I

INTRODUCTION

PURPOSE OF HANDBOOK

The purpose of the *Westmoreland Associate Degree Nursing Program Student Handbook* is to present general information, guidelines, and policies related specifically to the nursing program.

The Westmoreland Associate Degree Nursing Program Student Handbook should be used in conjunction with, and does not duplicate information found in, the Westmoreland County Community College Catalog and Student Handbook

Students are responsible for information contained in the current Westmoreland Associate Degree Nursing Program Student Handbook, College Catalog and Student Handbook.

Nursing students will observe all "Student Rights and Responsibilities" as outlined in the current *College Catalog* and *Student Handbook*.

Nursing students are encouraged to utilize all "Student Services and Resources" as outlined in the current *College Catalog* and *Student Handbook*.

FULL-TIME NURSING FACULTY AND STAFF DIRECTORY

Name	Location	Phone Number
Dr. Paul Currie		
Dean of the School of Health Professions and the School of Culinary Arts & Hospitality	HCC 2204	724.925.4028
Sue Snyder, MSN, RN		
Director of Nursing Program	HCC 2258	724.925.4271
Jessica Bartko MSN, RN	HCC 2254	724.925.4009
Melinda Belan, DNP, MSN, RN, CLNC	HCC 2257	724.925.4031
Heather Blotzer, MSN, RN	HCC 2254	724.925.4272
Linda Carr, MSN,	HCC 2259	724.925.4000
Maria Kraisinger MSN, RN	HCC 2255	724.925.4022
Kasey Law, MSN, RN	IND Lab Faculty	724.357.1404
Mary Margaret McIntosh, MSN, RN, CWOCN	Indiana County	724.357.1404
Susan Overly, MSN, RN	HCC 2253	724.925.4020
Heather Payerchin MSN, RN	HCC 2256	724.925.4021
Jonni Pielin-Kircher, MSN RN	HCC 2255	724.925.4164
Tara Smith, MSN, RN	HCC 2257	724.925.4010
Carie Shedlock, MSN, RN	HCC 2256	724.925.4166
Donna Steele, DNP, MSN RN	HCC 2253	724.925.5989
Barbara Walters, MSN, RN	HCC 2259	724.925.4168
TBA	YWD Lab Faculty	724.925.4000 ext. 3066
Pam Dzialowski, MSN, RN	YWD Lab Faculty	724.925.4000 ext. 3066

COLLEGE PHONE NUMBERS

To contact the college directly, call 724.925.4000 or 1.800.262.2103. You will reach the Information Center and then you can be connected with the various offices.

Revised: 7/20/2021, 1/18/2018, 2/16/17, 8/17/2016,7/21/09, 5/19/08, 8/15/07, 8/29/06, 8/02/05, 8/12/02
Reviewed: 10/21/2014 , 11/17/15

WESTMORELAND COUNTY COMMUNITY COLLEGE OFFICIAL ACADEMIC CALENDAR
2022-2023

Fall 2022

Faculty Return/Prep Day	August 18,19
Classes Begin	August 22
Labor Day (College Closed)	September 5
Faculty Development (3-5 p.m.)	Sept 27
Faculty Development (No Classes)	October 11
Faculty Development (3-5 p.m.)	November 8
Thanksgiving Recess (College Closed)	November 23,24,25,26,27
Exams or Class Days (Faculty in Attendance)	December 12,13,14,15,17
Faculty Prep Day	December 16
Grades Due in Records Office	December 19 (9 a.m.)

Spring 2023

Faculty Prep/Development	January 12. 13
Classes Begin	January 17
Martin Luther King Day (College Closed)	January 16
Faculty Development (3-5 p.m.)	February 14
Faculty Development (No Classes)	March 7
Faculty Development (3-5 p.m.)	April 18
Spring Break – (College Closed 4/1-4/4)	April 5,6,7,8,9
Exams or Class Days (Faculty in Attendance)	May 9,10,11,12,13
Faculty Prep Day	May 15
Commencement	May 1 2
Grades Due in Records office	May 15 (5:00 p.m.)

Summer 2023

10-Week Summer Session Classes:

Classes Begin	May 30
Memorial Day Holiday (Closed)	May 29
Independence Day (Closed)	July 4
10-Week Session Classes End	Aug 4
Grades Due	Aug 7 (9 a.m.)

8-Week Summer Session Classes:

Classes Begin	June12
Independence Day Holiday (Closed)	July 4
8-Week Session Classes End	Aug 4
Grades Due	Aug 7 (9 a.m.)

First 5-Week Summer Session Classes:

Classes Begin	May 30
Memorial Day Holiday (Closed)	May 29
First 5-Week Session Classes End	June 30
Grades Due	July 3(9 a.m.)

Second 5-Week Summer Session Classes:

Classes Begin	July 3
Independence Day Holiday (Closed)	July 4
2nd 5-Week Session Classes End	Aug 4
Grades Due	Aug 7(9 a.m.)

GENERAL STUDENT INFORMATION

ACADEMIC REMEDIATION

Traditional and technology-based remediation is available for nursing students who are having difficulty acquiring the skills and/or knowledge necessary to succeed in the nursing program. Remediation is designed to meet student individual needs and assist them in improving performance in the classroom, campus laboratory, and/or clinical settings.

Students may be referred to the remediation laboratory instructors by faculty; or, students can schedule sessions with them independently.

ACCREDITATION AND APPROVAL

Westmoreland County Community College (the College or Westmoreland) is accredited by the Middle States Association of Colleges and Schools (middlestates.org.). The program is fully approved by the Pennsylvania State Board of Nursing (ST-NURSE@state.pa.us).

The Associate Degree Nursing Program of Westmoreland County Community College located in Youngwood, Pa. is accredited by the:
 Accrediting Commission for Education in Nursing (ACEN)
 3390 Peach Tree Rd. NE, Suite 1400
 Atlanta, GA. 30326
 404-975-5000.
 www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at
https://www.acenursing.us/accreditedprograms/programSearHCC.htm

The Nursing AAS program is on full approval status by the Pennsylvania State Board of Nursing.

ADJUSTING EXAMINATION GRADES

Test items will be reviewed when 70% or more of the students in the section taking the test have answered the question incorrectly. When the instructor determines that an item is valid, the test question will be retained. If the question is determined to be invalid by the instructor, the item will be scored "correct" for all students. If the instructor determines there is more than one correct answer, the student will be given credit for the correct answers.

Students should address inquiries or appeals regarding individual examination grades to the instructor responsible for teaching the content in question. Inquires or appeals must be submitted within **three** days from the date the exam was given.

AVAILABILITY OF CLINICAL INSTRUCTOR

An instructor must be available in the clinical facility when students are providing direct patient care. The student must notify the Nursing Program office (724) 925-4271 and the nurse in charge of the clinical unit when an instructor is not available at the time of the clinical experience.

ELECTRONIC TRANSMISSION OF PLANS OF CARE

In order to protect patient confidentiality, the following precautions may be taken whenever plans of care or simulated charting are electronically transmitted between student and clinical instructor:

- Client's initials, DOB or room number will not be included on any forms of electronic communication.
- If initials are required, then the student will place their initial in the designated place.
- The client's age will be included on all electronic forms.

GRADING SCALE FOR NURSING COURSES

- **Cohort entered prior to Fall 2022 and is currently enrolled in NSG 124 or any Level II nursing courses in Fall 2022**

The grading scale is as follows:

A	90-100
B	83-89
C	77-82
D	70-76
F	69 and below

There will be no rounding of grades, no bonus points, or extra credit awarded within any nursing course.
NOTE: A minimum grade of a 77% or "C" grade is required for passing in any nursing program course.

- **Cohort registered for or currently enrolled in NSG 112, 114 or 116 in Fall 2022**

The grading scale is as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

There will be no rounding of grades, no bonus points, or extra credit awarded within any nursing course.
NOTE: A minimum grade of 80% or a "B" grade is required for passing in any nursing program course.

LATE ASSIGNMENTS

Submitting any scheduled assignments late demonstrates a lack of professional commitment and may result in a reduced grade. Penalties for late assignments will be outlined in the individual course syllabus.

Note: Procedure for students arriving late for an exam are at the discretion of the individual instructor teaching the course. Please refer to your course syllabus for information. Extenuating circumstances may be considered by the faculty.

MISSED EXAMINATIONS

A student who anticipates missing a scheduled examination must contact the faculty responsible for presenting the content prior to the examination to reschedule that exam:

- An alternate form of the examination may be administered
- Failure to notify the faculty member prior to the examination and requesting to reschedule the missed exam will result in a grade of zero
- Failure to take the rescheduled examination at the designated time will result in a grade of zero (0)
- Students may only miss one (1) examination in any one (1) nursing course
- Extenuating circumstances may be considered.

MOBILE HANDHELD DEVICE/SMART PHONE CLINICAL/CAMPUS LABORATORY USAGE

Web access is listed on the nursing program website (www.westmoreland.edu/nursing)

Student Responsibilities:

➢ Devices need to be fully charged and ready for use at all times.
➢ Students will not turn on devices in the class or labs until instructed by faculty.
➢ Under no circumstances can the device be used to record conversations or to take pictures or video.

➢ If requested, students will show device to faculty or staff members.
➢ All tones for devices must be silenced while in class, labs, or clinical.
➢ Students will follow all facility policies including turning off phones in clinical setting and moving to approved area to access.
➢ Personal phone calls or texting is not permitted during class, labs, and clinical.
➢ Students will follow facility policies for disinfecting and cleaning devices upon arrival and departure from the clinical setting.
➢ It is the student's responsibility to keep physical possession of the device at all times.

Failure to follow these guidelines will result in disciplinary action up to and including failure of a course.

OBSERVATIONAL EXPERIENCES

Observational experiences used to meet clinical objectives/outcomes will have specific guidelines distributed with course materials

Students must be at least 18 years of age at time of first clinical experience.

PREPLANNING

Preplanning time is allotted prior to the clinical experience to enable students to gather data related to the assigned patient's health problem and nursing care.

• Westmoreland student identification along with appropriate facility identification MUST be worn during the preplanning experience. Business-like clothing (no shorts or blue jeans) is to be worn under a clean and well-pressed lab coat
• Students are NOT permitted to provide nursing care during the preplanning time.

Revised: 4/25/2022; 3/15/18
Reviewed: 6/01/2022, 7/20/2020,11/17/15, 2/16/2017
Next review Spring 2025

PROFESSIONAL LIABILITY

Students in the Nursing program must obtain professional liability insurance with a minimum coverage o f $1,000,000 per occurrence and $6,000,000 aggregate. See guideline following.

- A copy of the policy must be submitted to Health Professions office prior to the beginning the semester.
- The policy must be in effect prior to beginning your clinical experience.
- Failure to provide documentation of required coverage will result in the student not being permitted to attend scheduled clinical experiences.
- The Nursing Service Organization (NSO) offers this type of insurance to students. Go to www.nso.com to apply online.

PROGRAM HOURS

Formula for assigning credit to Nursing Courses:

1 credit	1 lecture hour
1 credit	3 nursing laboratory hours
1 credit	3 nursing clinical laboratory hours

	Lecture Hours	Laboratory Hours	Clinical Hours
First Year	185.74	125.19	315.15
Second Year	150	49	405
Total	335.74	174.19	720.15

REVIEWING EXAMINATIONS

PURPOSE: Exam review is necessary in order to provide students with opportunities to reinforce learning, identify concepts requiring more attention and to clarify items that were answered incorrectly.

Guidelines: Faculty will provide an opportunity for students to review their exam either in a group setting or individually. The following provides information and expectations related to the group review process.

1. Group review will be conducted during a time frame designated by the instructor. It will occur as soon as possible after an exam after all students have taken the exam.
2. All students are encouraged to attend exam reviews, but they are not mandatory
3. Students may make an appointment to arrange an individual review session. However, the exam can only be reviewed up to the date of the next exam.
4. Prior to a test review, all materials including writing materials and electronic devices must be removed.
5. Audio or video recording is not permitted during a test review.
6. At the faculty's discretion, students may be provided with their individual exams for the review.
7. After an exam review, it is the student's responsibility to return all exam materials to the faculty.
8. Professionalism, respect, and courtesy is expected during an exam review. If students are not conducting themselves in this manner the exam review will immediately cease.
9. Any student who did not earn a passing grade as defined per the appropriate grading scale or greater in any exam is responsible to make an appointment with the faculty to review the exam on an individual basis. This review is in addition to any group review.
10. Students not achieving a passing grade are encouraged to make an appointment with the Nursing Student Resource Center (NLRC)
11. All examination reviews must be held before the final class examination is given. If no final examination is scheduled in the course, the review must be held within one week after the course has ended.

STUDENT RECORDS

The nursing program maintains a record of each student currently enrolled. The student may view the contents of the record by requesting, in writing, an appointment with the Director of the Nursing Program. The student/graduate must provide written permission to release information from their record. A copy of the waiver is maintained in their record.

Current student records will include:

- Current photograph
- Student data sheet
- Correspondence related to student
- Clinical documentation, including evaluation forms, incident reports and/or remedial plans.
- Health Screening and Background clearances are maintained on Castle Branch, a password secure third-party compliance tracker and document management system.

Permanent student records include:

- Final Westmoreland County Community College digital transcript

STYLE MANUAL FOR WRITTEN PRESENTATIONS

The most current edition of the Publication Manual of the American Psychological Association (APA) will be on reserve in the library. This manual can also be used as a reference for formal documentation.

TAPE RECORDING

Permission to audio tape record a lecture must be obtained from each classroom and laboratory instructor. Audio tape recording should be for self-study use only. You may not reproduce or disseminate the recording or information in any format. You are not permitted to video the classroom or laboratory presentation or utilize any electronic recording devices. Please refer to individual course syllabus for specific guidelines.

No taping, recording or copying may occur in any clinical type of experience assignment; this includes phones, electronic devices and/or other modes of recording or copying. Failure to abide by this guideline may result in disciplinary action.

WITNESSING LEGAL DOCUMENTS

Students are not permitted to act as a witness for the signing of any type of legal document during the clinical lab experience.

Dates Revised: 2/16/2017, 11/14/ 2012, 4/16/09, 5/19/08, 6/23/07
Dates Reviewed:7/20,2020, 6/5/07, 4/7/11, 10/21/14,11/17/15,
1/18/2018,3/15/2018 Next Date to Review: Fall 2023 (every 3 years)
Responsibility: Program Eval/Bylaws Committee

THE PINNING CEREMONY

Background information: Being a student in the Westmoreland County Community College Associate Degree Nursing Program is a tremendous undertaking. Individuals are learning a new professional and occupational language, many new skills, and different ways of thinking in pursuit of a career in which they will become involved in the lives of individuals, families, and communities at some of their most vulnerable times.

Position Statement: The Associate Degree Nursing Program is responsible for teaching students how to be quality nurses who are competent to provide safe, knowledgeable and innovative care to all patients. To underscore the importance of the nursing role and the student's responsibility as a future healthcare professional, Westmoreland County Community College Associate Degree Nursing Program hosts a Pinning Ceremony after successful completion of the educational process.

The Pinning Ceremony holds its own meaning in the process of becoming a nurse. It is not meant to replace Commencement or degree conferral. Rather it adds an additional recognition and pledge related to professional commitment.
* The Pinning Ceremony occurs after the successful completion of the student's nursing program and signifies the completion of this entry level of education and official initiation into the profession.
* The Pinning Ceremony is modeled from the ceremony in the 1860's when Florence Nightingale was awarded the Red Cross of St. George in recognition for her service during the Crimean War.
* During the pinning ceremony nursing program faculty or representatives 'pin' students by placing a pin on their lapel and offer words of congratulations.

To conclude the pinning ceremony, students pledge to commit to providing care with compassion and embedding humanism in their work as a professional nurse.
* During the Westmoreland County Community College Associate Degree Nursing Program Pinning, graduates commit themselves to the service to others by reciting the International Council of Nursing Pledge which aligns with the mission statement of both the college and the nursing program.

The Pinning Ceremony is held in conjunction with college Commencement. The Pinning Ceremony scheduled by the Nursing Program faculty & Staff is the officially recognized pinning ceremony for the nursing program.

Initiated: 01/2023
Review: 01/2025 Nursing Program Director

THIS PAGE INTENTIONALLY LEFT BLANK

WESTMORELAND NURSING PROGRAM

Section II

CURRICULUM

DEFINITION OF TERMS

CRITICAL ELEMENTS:

The five critical elements (5 C's) are the essential attributes that the faculty believe all nursing graduates of the Westmoreland Nursing Program need to practice nursing. They provide the organizing framework of the curriculum and serve to facilitate the attainment of the knowledge, skills and behaviors/attitudes necessary to provide nursing care for individuals with basic human needs and/or alterations in basic human needs. The 5 C's are caring, competency, communication, critical thinking and commitment. The definition of each critical element is as follows:

- **CARING –** Caring creates an environment of being available for individuals and families beyond just doing for them. It compels the nurse to seek and apply evidence from the sciences to act for or with individuals based on a respect for the uniqueness and needs of each individual. The nurse also must provide patient- centered teaching and health education to meet the learning needs of individuals and groups in order to promote health and prevent disease.

- **COMPETENCY –** The safe and skillful performance of technical and/or management skills with minimum expenditure of time, effort, and resources.
  - **Technical skills –** Interventions, actions, techniques, or procedures necessary to implement the plan of care.
  - **Management skills –** Techniques, strategies, and tactics used when managing care for a group of patients.

- **COMMUNICATIONS –** A two-way process of sending and receiving messages. Skills associated with communication are verbal (spoken, written, or electronic) and non-verbal, both of which are influenced by sociological, physiological, psychological cultural, and environmental factors. These skills are necessary to initiate and maintain care of individuals and their families. Communication with patient, family, and health care team members is clear, concise, correct, and complete.
  - **Therapeutic Communication –** Facilitative and leads the patient and the nurse to greater understanding of patient behaviors and behavior alternatives. These are goal-directed skills that the nurse uses to provide the individual and family with the opportunity to identify and explore needs and/or problems, discover healthy ways of meeting basic needs; integrate new knowledge and skills, experience satisfying interpersonal relationships; and achieve the optimum level of health and wellness. These skills are aimed at preserving respect and fostering growth of patients and families.
  - **Collaborative Communication –** The foundation of effective teamwork. It requires verbal (spoken, written, or electronic) and non-verbal skills necessary for interacting, planning, decision making, problem solving, and goal setting with health team members to achieve positive patient centered outcomes. This is essential for fostering continuity of care and maintaining a culture of safety.

- **CLINICAL JUDGEMENT –** The knowledge-based, goal-directed process of gathering, analyzing, and synthesizing data to make decisions and formulate judgments in the provision and management of patient care. The nurse uses an objective scientific problem-solving process in a context of cultural, clinical, and individual variables to provide and manage care and to promote health for patients and families. The outcomes include safe effective care that meets the psychosocial and physiologic needs of the patient and family.

- **COMMITMENT –** A pledge to understand and adhere to standards of professional nursing practice and to abide by the Westmoreland Nursing Program, *Student Handbook*, and Agency Standards. It is essential to commit to upholding legal and ethical codes of professional nursing practice and to active lifelong learning to develop professional identity and on-going professional growth

OTHER TERMS:

- **EVIDENCE BASED PRACTICE:** A science-to-practice model of the use of critical thinking to apply research based and practice-based evidence to deliver quality, safe, and cost-sensitive care. It is based on practice guidelines and standards of care, as well as patient and family values and expectations.

- **NURSING EDUCATION:** Process that promotes the attainment of the knowledge, skills, attitudes, and safe behaviors needed to fulfill the roles of the nurse.
    - **Learning:** An active process of acquiring new knowledge, behaviors, and skills that results in a measurable change of behavior and achievement of learning outcomes.

    - **Student:** An individual committed to learning and growth who seeks to achieve the program/graduate outcomes of the nursing program.

    - **Faculty:** Academically and professionally qualified individuals who provide an environment that is conducive to student achievement of program outcomes. Faculty function as role models and resource persons who assess, plan, organize, implement, facilitate and validate student learning experiences. They also evaluate student progress toward end of program student outcomes. Faculty maintain expertise related to their teaching responsibilities.

    - **Associate Degree Nursing Education:** Enables the student to become a caring, competent, and committed professional nurse who can think critically, and communicate effectively and therapeutically in providing care. At the conclusion of the program, the student is granted an Associate in Applied Science Degree (AAS) and is eligible to apply for licensure as a Registered Nurse.

    - **Associate Degree Nursing Graduate:** An individual prepared to assume the role of the professional nurse in a variety of health care settings. A graduate of this program is eligible to apply for licensure as a Registered Nurse.

MISSION, VISION AND VALUES

MISSION

Westmoreland County Community College Associate Degree Nursing Program aligns its missions with the college as a whole. The program improves the quality of life in the community by educating future nurses, using an evidence-based practice curriculum that recognizes and supports the diversity of the adult learner.

VISION

Westmoreland County Community College Associate Degree Nursing Program is recognized as a premier provider of nursing education focused on student success, workforce development and cultural enrichment.

VALUES

The Westmoreland County Community College Associate Degree Nursing Program's five critical elements are reflected in its values:

The Westmoreland County Community College Associate Degree Nursing Program faculty, staff and students respect diversity and value the concepts of equity and inclusion (Caring)

The Westmoreland County Community College Associate Degree Nursing Program faculty, staff and students promote innovative learning environments (Competency)

The Westmoreland County Community College Associate Degree Nursing Program faculty and staff model accountability in accordance with the ANA Code of Ethics and Standards of Practice while providing safe, effective care to meet the psychological and physiological needs of patients and their families. (Commitment, Clinical Judgement))

The Westmoreland County Community College Associate Degree Nursing Program faculty, staff and students demonstrate collaboration and teamwork while interacting with community member. (Communication)

Initiated: Fall 2022
Next due: Fall 2025

CURRICULUM ORGANIZING STRUCTURE

MASLOW'S HEIRARCHY OF NEEDS: Needs that are present across the life span that may be satisfied or altered as related to health or illness. Basic human needs and alterations in basic human needs provide the structure for organizing common health problems and related nursing care and well-being within clinical nursing courses.

Within our curriculum, these Basic Human Needs are categorized as:
- Physiological (oxygenation, nutrition/elimination, and activity/rest)
- Safety and Security (infection control, safety, mobility)
- Psychosocial (relationships, mental health, sexuality)
- Self-esteem (health promotion, patient/family teaching, respect for diversity)
- Self-actualization (self-care, motivation for wellness, acceptance)
-

QUALITY and SAFETY EDUCATION in NURSING

The Westmoreland Nursing Program is aligned to the QSEN (Quality and Safety Education in Nursing) competencies to ensure care is provided within the legal and ethical framework of safe nursing practice.
QSEN Competencies are focused on the preparation of future nurses with the knowledge, skills and attitudes necessary to continuously improve the quality and safety standards in healthcare and nursing.

The six (6) competencies are:

Patient Centered Care- Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Teamwork and Collaboration-Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidenced Based Practice-Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement-Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Safety-Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

Informatics-Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

FIVE CRITICAL ELEMENTS (definitions on page 16)

The 5 Critical Element (5 C's) serve as the organizing framework of the curriculum to facilitate the attainment of the knowledge, skills and behaviors/attitudes necessary to provide safe nursing care for individuals with basic human needs and/or alterations in basic human needs.

The 5 C's: caring; competency; communication; clinical judgement; and commitment are the essential attributes that the faculty believes all nursing graduates of the Westmoreland Nursing Program need to practice nursing.

CURRICULUM TERMS

End of Program Student Learning Outcomes (EOPSLO) – Student performance indicators which evidence the satisfactory completion of the educational program.

Course Student Learning Outcomes (CSLO) – Measurable behaviors that must be satisfactorily demonstrated by a student at the completion of a learning experience.

General Course Objectives – Identifies what the student should learn in each course. They serve as the basis for the development of specific Content Objectives and the Outline of Content for each course. They also serve as the basis for the evaluation of student progress toward the development of the knowledge, skills, and behavior necessary to pass the course and progress in the Program.

Content Objectives – Identifies specific knowledge and skills to be taught and tested in each course and defines specific learning activities in theory and campus lab components of each course. All content presented in a course flows from a course objective(s). Each content objective is coded to demonstrate the relationship to the course objective(s). The course objectives, content objectives, outline of content and learning activities are identified in each course outline.

Revised: 2/16/17, 5/1/03, 5/2013
Reviewed:
7/20/20,1/18/2018,8/17/2016,11/17/2015,
5/7/08 Next due: Fall 2023

END OF PROGRAM STUDENT LEARNING OUTCOMES

The graduate of the **Associate Degree Nursing Program** is prepared to assume the role of the professional nurse in complex environments. This curriculum is designed to prepare the graduate to:

Caring (QSEN: Patient Centered Care)
1. Provide safe, quality, evidenced-based, patient-centered care with respect for diversity across the lifespan.

Competency (QSEN: Safety)
2. Implement technical aspects of care by following standards of safe, professional practice.

Communication (QSEN: Teamwork and Collaboration)
3. Implement therapeutic and professional communication when participating in the collaborative care of patients and their families.

Clinical Judgement (QSEN: Evidence Based Practice and Informatics)
4. Use the nursing process, critical thinking, and clinical reasoning to manage patient care.
5. Use information technologies to coordinate safe care for individuals and their families.

Commitment (QSEN: Quality Improvement)
6. Incorporate nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner.

Revised: 8/08/21, 5/2019, 5/01/2017, 2/16/17, 5/2013 5/1/03,
5/1/97, 4/21/97, 4/8/97 Reviewed: 7/2020, 1/18/2018, 11/17/2015,
57/08 Next due Fall 2023

PROGRAM CURRICULAR PROGRESSION DEFINITIONS

End of Program Student Learning Outcomes (EOPSLOs)
- The EOPSLOs are those outcomes that are expected to be demonstrated by a nursing graduate of the Westmoreland County Community College Nursing Program at/by the conclusion of the program.
- Located on the Curriculum Progression Map, Faculty Handbook, and Student Handbook

Course Student Learning Outcomes (CLSOs)
- The course student learning outcomes serve to demonstrate progression throughout the curriculum for both didactic and clinical components of courses.
- The CSLOs support the meeting of the EOPSLOs.
- Located on the Curriculum Progression Map, on course syllabi, and clinical evaluation tools.

General Course Objectives (GCOs)
- The general course objectives are specific to each course and support the meeting of the CSLOs.
- On average there are between 7-11 general course objectives.
- The general course objectives are found on the course syllabi.

Content *Objectives*
- These objectives are specific to the content that is taught in each course.
- May be evaluated through various assessment methods.
- Support both the GCOs and the CSLOs of each course.
- Located in the content outline of each course

Clinical Objectives
- These objectives are specific to the content taught in each clinical course.
- These objectives may be evaluated through the student's participation in clinical, simulation, and/or skills laboratories.
- Support both the GCOs and the CSLOs of each course.
- Located on the clinical evaluation tool.

CURRICULUM PROGRESSION MAP (EOPSLOS)

EOPSLO #1 Caring (QSEN: Patient Centered Care	NSG 112 NSG 114	NSG 116	NSG 124
Provide safe, quality, evidenced based patient centered care with respect for diversity across the lifespan	NSG 112 Discuss the provision of safe, quality, evidenced based patient centered care with respect for diversity across the lifespan	Describe the provision of safe, quality, evidenced based patient centered care with respect for diversity for the adult patient	Demonstrate safe , quality, evidenced based patient centered care with respect for diversity for the adult patient
	NSG 114 Describe the provision of safe, quality, evidenced based patient centered care with respect for diversity throughout the lifespan		
LEVEL II	NSG 225 Apply safe , quality, evidenced based patient centered care with respect for diversity to the Childbearing family, infant and Child	NSG 240 Apply safe, quality, evidenced based patient centered care with respect for diversity to the behavioral health patient	NSG 255 Apply safe, quality, evidenced based patient centered care with respect for diversity to the aging adult
	NSG 260 Apply safe , quality, evidenced based patient centered care with respect for diversity to the Chronically ill adult	NSG 270 Apply safe , quality, evidenced based patient centered care with respect for diversity to the acutely ill adult	NSG 280 Provide safe, quality, evidenced based patient centered care with respect for diversity to the adult patient

EOPSLO #2 Competency (QSEN: Safety			
Implement technical aspects of care by following standards of safe professional practice	NSG 112 Discuss the implementation of technical aspects of care by reviewing standards of safe professional practice	NSG 116 Describe the implementation of technical aspects of care by following standards of safe professional practice	NSG 124 Demonstrate technical aspects of care by following standards of safe professional practice for the adult patient
	NSG 114 Describe the implementation of technical aspects of care by following standards of safe professional practice throughout the lifespan		
LEVEL II	NSG 225 Apply technical aspects of care by following standards of safe professional practice to the Childbearing family, infant and child	NSG 240 Apply technical aspects of care by following standards of safe professional practice to the behavioral health client	NSG 255 Apply technical aspects of care by following standards of safe professional practice to the aging adult
	NSG 260 Apply technical aspects of care by following standards of safe professional practice to the chronically ill adult	NSG 270 Apply technical aspects of care by following standards of safe professional practice to the acutely ill adult	NSG 280 Implement technical aspects of care by following standards of safe professional practice for the adult patient

EOPLSLO # 3 Communication (QSEN Teamwork and Collaboration)			
Implement the use of therapeutic and professional communication involved in the collaborative care of patients and their families throughout the lifespan	NSG 112 Discuss therapeutic and professional communication involved in the collaborative care of patients and their families	NSG 116 Recognize therapeutic and professional communication when participating in the collaborative care of patients and their families	NSG 124 Demonstrate therapeutic and professional communication when participating in the collaborative care of adult patients and their families
	NSG 114 Identify therapeutic and professional communication when participating in collaborative care of patients and their families throughout the lifespan		
LEVEL II	NSG 225 Apply therapeutic and professional communication when participating in the collaborative care of the childbearing family, infant and child	NSG 240 Apply therapeutic and professional communication when participating in the collaborative care of the behavioral health client and their families	NSG 255 Apply therapeutic and professional communication when participating in the collaborative care of aging adult patients and their families
	NSG 260 Apply therapeutic and professional communication when participating in the collaborative care of chronically ill adult patients and their families	NSG 270 Apply therapeutic and professional communication when participating in the collaborative care of acutely ill adult patients and their families	NSG 280 Implement therapeutic and professional communication when participating in the collaborative care of adult patients and their families

EOPSLO # 4 Clinical Judgement (QSEN: EBP)			
Use the nursing process, critical thinking and clinical reasoning to mange patient care	NSG 112 Discuss the nurse's role in utilizing the nursing process, critical thinking and clinical reasoning when providing patient care	NSG 116 Explain the nursing process, critical thinking and clinical reasoning when providing patient care	NSG 124 Demonstrate the nursing process critical thinking and clinical reasoning when providing care to the adult patient
	NSG 114 Use the nursing process, critical thinking and clinical reasoning to assess patients throughout the lifespan		
LEVEL II	NSG 225 Apply the nursing process, critical thinking and clinical reasoning to manage care of the childbearing family, infant and child	NSG 240 Apply the nursing process, critical thinking and clinical reasoning to manage care of the behavioral health client	NSG 255 Apply the nursing process, critical thinking and clinical reasoning to manage care of the aging adult
	NSG 260 Apply the nursing process, critical thinking and clinical reasoning to manage care of the chronically ill adult	NSG 270 Apply the nursing process, critical thinking and clinical reasoning to manage care of the acutely ill adult	NSG 280 Use the nursing process, critical thinking and clinical reasoning to manage patient care

EOPSLO # 5 Clinical Judgement (QSEN: Informatics)			
Use information technologies to coordinate Safe care for individuals and their families	**NSG 112** Discuss information technologies to coordinates safe care for individuals and their families	**NSG 116** Use information technologies to coordinate Safe care for individuals and their families	**NSG 124** Navigate information technologies to coordinate Safe care for adult individuals and their families
	NSG 114 Identify information technologies to coordinate safe care for individuals and their families throughout the lifespan		
LEVEL II	**NSG 225** Employ information technologies to coordinate Safe care for the childbearing family, infant and child	**NSG 240** Employ information technologies to coordinate safe care for the behavioral health client and their families	**NSG 255** Employ information technologies to coordinate safe care for aging adult individuals and their families
	NSG 260 Employ information technologies to coordinate safe care for chronically ill individuals and their families	**NSG 270** Employ information technologies to coordinate safe care for acutely ill individuals and their families	**NSG 280** Use information technologies to coordinate safe care for individuals and their families

EOPSLO # 6 Commitment (QSEN Quality Improvement)			
Incorporate nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner	**NSG 112** Discuss the incorporation of nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner	**NSG 116** Explain the incorporation nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner	**NSG 124** Incorporate nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner
	NSG 114 Describe the incorporation of nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner		
LEVEL II	**NSG 225** Incorporate nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner	**NSG 240** Incorporate nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner	**NSG 255** Incorporate nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner
	NSG 260 Incorporate nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner	**NSG 270** Incorporate nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner	**NSG 280** Incorporate nursing actions within the legal and ethical framework of nursing practice by conducting self in a civil and professional manner

NSG 112- Introduction to Professional Nursing and Health Promotion Across the Lifespan
NSG 114- Health and Physical Assessment Throughout the Lifespan
NSG 116- Foundations of Nursing Care
NSG 124- Medical Surgical Care of the Adult
NSG 225- Nursing Care of the Childbearing Family, Infant and Child
NSG 240- Psychiatric/Mental Health Nursing Care
NSG 255- Advanced Medical Surgical Care of the Aging Adult with Multiple Chronic Health Problems
NSG 260- Advanced Medical Surgical Care of the Chronically Ill
NSG 270- Advanced Medical Surgical Care of the Acutely Ill
NSG 280- Manager of Nursing Care

THIS PAGE INTENTIONALLY LEFT BLANK

WESTMORELAND NURSING PROGRAM

Section III

PROGRAM GUIDELINES

ABILITIES REQUIRED IN NURSING COURSES GUIDELINES

Purpose: To ensure nurses practice safely, they may possess functional abilities that relate to the behavioral components of competence as defined by the National Council of State Boards of Nursing.

Guidelines: The nursing program require students to possess the following functional abilities; however, affiliating institutions may require or impose restrictions not listed:

1. Gross motor skills to:
   - Move within tight spaces
   - Sit and maintain balance
   - Stand and maintain balance
   - Reach above shoulder (ex IVs)
   - Reach below waist (ex: plug-ins)

2. Fine motor skills to:
   - Pick up objects with hands
   - Grasp small objects with hands
   - Write with pen or pencil
   - Key/type use (ex: use a computer)
   - Pinch/pick or otherwise work with fingers (ex: syringe)
   - Twist (ex: turn knobs with hands)
   - Squeeze with finger (ex: eye dropper)

3. Physical endurance to:
   - Stand (ex at client side during procedure)
   - Sustain repetitive movements (ex: CPR)
   - Maintain physical tolerance (ex: work entire shift)

4. Physical strength to:
   - Push and pull 25 pounds (ex: position clients)
   - Support 25 pounds of weight (ex: ambulate clients)
   - Move light objects up to 10 pounds
   - Move heavy objects weighing from 10 to 50 pounds
   - Defend self against combative client
   - Carry equipment/supplies
   - Use upper body strength (ex: CPR, restrain a client)
   - Squeeze with hands (ex: fire extinguisher)

5. Mobility to:
   - Twist
   - Bend
   - Stoop/squat
   - Move quickly
   - Climb (ladders, stools, stairs)
   - Walk

6. Hearing acuity to:
   - Hear normal speaking sounds
   - Hear faint voices
   - Hear faint body sounds (ex: BP)
   - Hear in situations not able to see lips (ex: when using masks)
   - Hear auditory alarms

7. Visual acuity to:
   - See objects up to 20 inches away
   - See objects up to 20 feet away
   - See objects more than 20 feet away
   - Use depth perception
   - Use peripheral vision
   - Distinguish color
   - Distinguish color intensity

8. Tactile ability to:
   - Feel vibrations
   - Detect temperature
   - Feel differences in surface Characteristics (ex: skin turgor)
   - Feel differences in sizes, shapes (ex: palpate vein)
   - Detect environmental temperature

9. Olfactory acuity to:
   - Detect odors from client
   - Detect smoke
   - Detect gases or noxious smells

10. Reading ability to:
    - Read and understand written documents

11. Math competence to:
    - Read and understand columns of writing (ex: flow sheets)
    - Read digital displays
    - Read graphic printouts (ex: I&O)
    - Calibrate equipment
    - Convert numbers to/from metric
    - Read graphs (ex: vital sign sheets)
    - Tell time
    - Measure time (duration)
    - Count rates (pulse rate)
    - Use measuring tools (thermometer)
    - Read measurement marks (scales)
    - Add, subtract, multiply, divide
    - Compute fractions (medication dosages)
    - Use a calculator
    - Write numbers in records

12. Emotional stability to:
    - Establish therapeutic boundaries
    - Provide client with emotional support
    - Adapt to Changing environment/stress
    - Deal with unexpected (ex: crisis)
    - Focus attention on task
    - Monitor own emotions
    - Perform multiple responsibilities concurrently
    - Handle strong emotions
    - Participate in Simulation Activities

13. Analytical thinking skills to:
    - Transfer knowledge from one situation to another
    - Process information
    - Evaluate outcomes
    - Problem solve
    - Prioritize tasks
    - Use long term memory
    - Use short term memory

14. Critical thinking skills to:
    - Identify cause-effect relationships
    - Plan/control activities for others
    - Synthesize knowledge and skills
    - Sequence information

15. Interpersonal skills to:
    - Negotiate interpersonal conflict
    - Respect differences in clients
    - Establish rapport with clients
    - Establish rapport with coworkers

16. Communication skills to:
    - Teach (client, family)
    - Explain procedures
    - Give oral reports
    - Interact with others
    - Speak on the telephone
    - Influence people
    - Direct activities of others
    - Convey information through writing (progress notes)

Adapted from: "Guidelines for Using Results of Functional Abilities Studies and Other Resources," National Council of State Boards of Nursing, Inc.

As stated on the previous pages, the abilities listed are required by the Westmoreland nursing program for all nursing courses. However affiliating institutions may require abilities or may impose restrictions not listed above.

The need to use a prescribed medication or an assistive device to enhance deficits in these abilities will be considered. Documentation from the physician must be submitted to the nursing program director to substantiate needs. Documentation from the attending physician does not necessarily guarantee the student will be able to enter and/or continue in the nursing program. The nursing program director will notify the student of any action that must be taken in regard to this request.

Dates Revised: 4/13/15, 5/1/14, 6/4/07, 5/5/04, 2/22/01, 5/6/99, 9/3/98
Dates Reviewed: 7/20/20, 1/18/2018, 2/16/2017, 2/7/89, 12/8/87, 9/2/86, 5/1/84, 5/7/08, 9/23/10,
and 11/17/2015 Next Date to Review: Fall 2023 (every 3 years) Responsibility Program Eval/By-laws
Committee

CARDIOPULMONARY RESUSCITATION CERTIFICATION GUIDELINES

Purpose: All nursing students must have certification in cardiopulmonary resuscitation to meet the requirements of safe patient care in the facilities where they are assigned.

Guideline: A minimum ability of Basic Cardiac Life Support as defined by the American Heart Association (AHA) or the American Red Cross (ARC) certification is required. The acceptable Courses are "Basic Life support for Health Care Providers or CPR AED for the Professional Rescuer.

- The course will include demonstration and practice of:
    - adult, child and infant CPR skills for one and two rescuers
    - management of foreign body airway obstruction for adult, child & infant
    - AED (automated electric defibrillator) for adult, child and Infant CPR
    - Proper use of barrier devices and the bag valve mask.
- Students are responsible for submitting evidence of certification to their Castle Branch account one month prior to starting the nursing courses.
- Certification must remain valid throughout the program.
- Failure to maintain valid certification will result in dismissal from the program

Dates Revised: 5/2019, 10/16/08, 6/25/07, 5/1/03, 1/24/95, 4/30/92, 1/4/90, 11/4/86, 8/23/85
Dates Reviewed:7/20/20, 1/18/2018, 2/16/17, 5/7/08, 4/7/11, 5/21/2013, 11/17/2015 Next Date to Review: Fall 2023 (every 3 years)
Responsibility: Program Eval/By-laws Committee

GUIDELINE FOR REQUIRED PERSONAL LIABILITY INSURANCE

Purpose: <u>Professional Liability</u> insurance, sometimes referred to as malpractice or error and omissions insurance, is designed to protect professional students against claims that may involve negligence, misrepresentation, or violation of good faith. The clinical affiliates' agreements between Westmoreland College and the clinical sites utilized for clinical education require each student maintain professional liability insurance in the specified amounts.

Guideline: All nursing students are required to purchase and maintain active personal liability insurance. All students must submit a certificate of insurance in the amount of 1 million dollars per occurrence and 6 million dollars annual aggregate.

Information related to obtaining personal liability insurance is provided during the Nursing Program mandatory orientation sessions.

Certificates of insurance must be valid for one year and uploaded before the due dates for each entering class.

Students are required to annually upload a certificate of insurance to their Castle Branch™ account by the following dates:

- August 1 for all cohorts beginning in Fall term- (daylight program option)
- January 1 for all cohorts beginning in Spring term- (evening program option)
- June 1 for LPN to RN students entering Summer term

Failure to purchase or upload the certificate of liability will prevent the student from participating in the clinical education portion of each nursing course and will result in course failure.

DENIAL OF NURSING LICENSURE RELATED TO FELONIOUS ACT GUIDELINES

Purpose: The State Board of Nursing prohibits issuance of licenses to applicants who have been convicted of felonious acts. Conviction includes a judgment, an admission of guilt or a plea of nolo contendere, probation without verdict, or an incomplete ARD (Accelerated Rehabilitative Disposition).

Guideline: The Board shall not issue a license to any applicant who had been:
- Convicted of a felonious act prohibited by the act of April 14, 1972 (P. L. 233, No. 64) known as The Controlled Substance Drug, Device and Cosmetic Act; or
- Convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:

  - At least ten years have elapsed from the date of the conviction;
  - The applicant satisfactorily demonstrates to the Board significant progress in personal rehabilitation since the conviction and that licensure should not create a substantial risk of further violation
  - The applicant otherwise satisfies the qualifications contained in this act.

Note: According to federal sentencing guidelines any punishment lasting over one year is considered a felony.

Students seeking acceptance into the nursing program who may have criminal charges on either a local or federal background check should review the Act 53 Best Practice Guideline on the PA State Board of Nursing website: https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Nursing

Dates Revised; 6/7/2022, 5/2019, 6/4/07, 4/29/93
Dates Reviewed: 7/20/20, 1/18/2018,2/16/17, 11/19/98, 5/7/08, 4/7/11,
5/21/2013, 11/17/2015 Next Date to Review: Fall 2023 (every 3 years)
Responsibility: Program Eval/By-laws Committee

HEALTH STATUS GUIDELINES

Purpose: Nursing students care for individuals in a variety of health care facilities. Therefore, all students are required to validate satisfactory health status prior to enrollment in both Levels I and II of the nursing program.

Guideline: The treatment and management of health issues and/or injuries are the responsibility of the student.

A. Physical Examination

- A medical examination, prior to the initial program enrollment (preliminary health requirement) must indicate satisfactory health status and include a complete physical examination with two- step PPD (done within three months prior to program), and immunizations as recommended by CDC guidelines and required by clinical affiliation agreements and an annual urine drug screen.
    - If the PPD is or has been positive, further validation of absence of active disease is required by Chest x-ray
    - Required immunizations include but are not limited to:
        - MMR (measles, mumps, rubella)
        - Varicella
        - Tdap within the last 10 years
        - Hepatitis B vaccination series
        - Annual Influenza vaccine
        - COVID -19 vaccine
- Subsequent health requirement prior to Level II requires a one-step PPD.
- Students must possess all functional abilities identified by Westmoreland County Community College nursing program.
- All health forms must be completed and uploaded to Castle Branch by the date indicated during the initial Program Orientation meeting. If forms are not returned by date specified, the course registration may be cancelled.
- The director of the nursing program and/or a faculty member may request evidence of satisfactory results on a special health examination if there is reason to suggest that the health of students/ patients is threatened.

B. Clinical: Injury or Illness

- A student, who is injured or becomes seriously ill while on clinical or in route to clinical, is advised to seek medical assistance at hospital emergency room, a medical unit or a physician's office.
- It is the student's responsibility to make the decision for care unless otherwise mandated by the nursing program.
- If the student is a minor, the decision for care becomes the responsibility of the guardian
- The student or the guardian of a minor student has the option of refusing treatment or choosing the physician or agency from which treatment is desired, unless otherwise mandated by the nursing program.
- The student should be advised to contact a family member or friend to seek assistance. If the student is a minor, it is the responsibility of the student to notify the guardian. If the minor student is unable, the instructor may notify the guardian.
- The instructor is not responsible for transport of a student who is ill or injured
- The student is financially responsible for all required examinations and any treatment for accidents or injuries incurred while in the clinical setting or in route to or from the clinical experience.

C. Campus Laboratory: Injury or Illness

- Follow Westmoreland's procedure for dealing with illness or injury.

D. Pregnancy

- A student who is pregnant while enrolled in any clinical nursing course is to provide the nursing program director with written notification of the expected due date. The student must provide written clearance from her attending physician stating that she is able to meet the physical requirements of the clinical experience as defined by the student abilities policy.

E. Return after Medical Withdrawal

- A student returning to the nursing program after a college approved medial withdrawal or medical leave, must provide documentation to the program director of ability to meet the functional abilities that relate to the behavioral components of competence as defined by the National Council of State Boards of Nursing. See *"Abilities Required in Nursing Courses Guidelines"*

Dates Revised: 6/01/2022,10/16/08, 1/25/07, 223/01, 2/29/00, 3/12/96, 7/20/94,
4/29/93,2/7/89, 12/8/87,1/9/95 Dates Reviewed: 7/20/20, 1/18/2018, 2/16/17, 2/7/89,
9/2/86, 8/20/81, 4/7/11, 5/21/2013, 11/18/2015
Next date to Review: Fall 2023 (every 3 years)
Responsibility: Program Eval/By-laws Committee

URINE DRUG SCREEN GUIDELINES – Ordered thorough Castle Branch

Purpose: Nursing students care for individuals in a variety of health care facilities.
Preliminary (prior to enrollment and continued throughout enrollment) Requirements have been established to validate the satisfactory health status of students entering Westmoreland's nursing program

Guideline: A urine drug screen must be obtained as part of the preliminary health requirements of the nursing program. The urine drug screen must be repeated annually and also after an absence of three months or longer. A random urine drug screen may be required **for cause** at any time during the student's enrollment. Urine Drug screens are ordered, paid for, collected and resulted through Castle Branch

- The Urine Drug Screen is ordered and paid for through the student's personal Castle Branch account using the code WA62dt

- Collection sites for urine specimen collection will be assigned by Castle Branch

- The Nursing Program Director will provide collection dates during Mandatory New Student Orientation and at the end of the Spring Semester. The urine drug screen must be dated within those dates

- Failure to meet the due date for the submission of the urine drug screen report may result in cancellation of all nursing classes.

- The report of the urine drug screen results is posted to the student's account in Castle Branch

- A positive urine drug screen, either prior to admission to the program, or in connection with the annual required drug screen, may result in the student not being permitted to begin or continue in the program

   o Please note that a positive test for marijuana (THC) will be deemed a positive test that will serve to **disqualify** a student from entry into and/or continuation in the program, even if the student has been lawfully certifies to use medical marijuana and/or possesses a valid medical marijuana identification card issued in accordance with applicable state law.
   o As a recipient of federal funds, Westmoreland County Community College is subject to and complies with the Federal Drug Free Schools and Communities Act Amendments of 1989, pursuant to which all forms of marijuana, including medical marijuana, are classified as prohibited controlled substances.

- Medical reviewer at Castle Branch will evaluate all positive Urine drug screens and may make the final decision on the Urine Drug Screen status

- All Urine Drug Screens are at the student's expense.

GUIDELINE FOR ACADEMIC PROGRESSION IN THE ASSOCIATE DEGREE NURSING PROGAM

Purpose: Students accepted into the Westmoreland County Community College Associate Degree Nursing Program must fulfill defined criteria to progress and/or graduate from this program.

Guideline: Progression and completion of the nursing program is contingent upon satisfactory academic performance.

Definition of terms:
For students currently enrolled in NSG 124 or any Level II nursing courses for Fall 2022:
- Progression in the Associate Degree Nursing Program is contingent upon the achievement of a "C" grade or better in all Nursing Courses.

For students currently enrolled in NSG 112, 114 or 116 for Fall 2022:
- Progression in the Associate Degree Nursing Program is contingent upon the achievement of a "B" grade or better in all Nursing Courses.

Graduation from the Associate Degree Nursing Program is contingent upon completion of all Nursing and General Education courses (72 credits) with a "C" grade or better and a minimal 2.0 GPA. This is in addition to any specified Westmoreland College requirements for Graduation. See above for Nursing Course requirements for progression.

Progression in nursing courses
Traditional Daylight/Full Time Program Option
- Achievement of a "C" grade or better in co-requisite courses is required for progression to the next semester. BIO 171 and CPT 150 are required to be completed with a "C" grade or better, prior to entering First Semester of Nursing.
  - **Semester I - Beginning in Fall 2022** NSG 112, NSG 114 and NSG 116 with a "B" grade or better as well as BIO 172 must be completed with a "C" grade or better to progress to Semester II and NSG 124
  - **Semester II -** NSG 124 must be successfully completed per above progression guidelines and PSY 160 and ALH 120 must be completed with a "C" grade or better to progress to Semester III
  - **Semester III -** Level II Nursing Courses must be successfully completed per above progression guidelines and ENG 161 must be completed with a "C" grade or better to progress to the Semester IV
  - **Semester IV -** NSG 225, 240,255, 260 and 270 must all be successfully completed per above progression guidelines, including the completion of any "I" grade assigned, before the start of NSG 280. All Level II Nursing Courses must be successfully completed per above progression guidelines for graduation. General Education course work: BIO 265, MTH elective and ENG 164 must be completed with a "C" grade or better prior to graduation.

Evening/Part-time Program Option

For students currently enrolled in NSG 124 or any Level II nursing courses in Fall 2022
- Achievement of a "C" grade or better in all Nursing courses is required for progression

For students that were enrolled in NSG 112,114 or 116 in Fall 2022
- Achievement of a "B" grade or better in all Nursing courses is required for progression

For all students in the Part-time Evening option:
- These courses must be completed with a "C" grade or better, prior to application: BIO 171, BIO 172, CPT 150, PSY 260 and ENG 161

Semester I - For students that were enrolled in NSG 112,114 or 116 in Fall 2022 or later
- Achievement of a "B" grade or better in all Nursing courses is required to progress to Semester II and NSG 124

BIO 265 must be completed with a "C" grade or better to progress to NSG 124. The suggested placement for this course is Summer.

Semester II: Students currently enrolled in NSG 124 for Fall 2022, course must be completed with a "C" grade or better to progress to Semester III

Semester III: Students enrolled in Level II nursing classes in Fall 2022 a "C" grade or better is required to progress to semester IV

ENG 164 must be completed with a "C" grade or better to progress to the Semester IV

Semester IV: Students enrolled in Level II nursing classes in Fall 2022 a "C" grade or better is required to progress to semester IV.

NSG 225, NSG 240, NSG 255, NSG 260 and NSG 270 must be successfully completed, including the completion of any "I" grade assigned, before the start of NSG 280. General Education course work: MTH elective must be completed with a "C" grade or better prior to graduation.

1. A nursing student who is unsuccessful, for the first time, in any Nursing course, may not progress to the next semester, but may complete the current semester of study.
   - Students who are not successful in completing NSG 112, NSG 114 or NSG 116 may not progress to NSG 124 and must repeat the failed course.
   - Students who are not successful in completing NSG 124 may not progress to Level II course work and must repeat NSG 124.
   - Level II students who are not successful in completing a 5-week course, including course failure or approved medical withdrawal, may elect to continue with the remainder of the scheduled semester. The course in which they were not successful will need to be repeated as the first course taken in the returning subsequent semester.

   - Only one nursing course may be completed during each 5-week session.
   - The need to repeat a nursing course may delay planned graduation up to a year.
   - NSG 225, NSG 240, NSG 255, NSG 260 and NSG 270 must be successfully completed , including the completion of any "I" grade assigned, prior to starting NSG 280.

2. Students required to repeat a nursing course must petition for readmission. See *Guideline for Petition to Return to the Nursing Program.*
3. Only one nursing course may be repeated due to failure or withdrawal. A second course failure or withdrawal within the nursing program will result in dismissal from the Nursing Program. Students who were not successful in two Nursing courses may apply for re-admission, including re-testing, after a two-year waiting period.

Date revised: Fall 2022; 7/1/2020, 5/20/2019
Date reviewed: 3/19/2020, 12/1/2019, 1/18/2018
Next date for review: Spring 2023
Responsibility: Program Eval/Bylaws Committee

GUIDELINE FOR PETITION TO RETURN TO THE NURSING PROGRAM

Purpose: Students who fail any Nursing Course; withdraw from any Nursing Course; or are granted a Medical Withdrawal from any Nursing Course, in the Associate Degree Nursing Program, must petition for readmission.

Guideline: Students must petition for readmission within one Academic Year after failure or withdrawal. Any petition for readmission occurring *after* one Academic Year is not considered. After a year of absence, the student must reapply to the Nursing Program and restart the program from the beginning, if they are accepted.
Throughout the entire Nursing Program, a student may petition only <u>one time</u> for readmission. A second petition will not be considered.

Definition of terms:
<u>Nursing Course Failure:</u>
- **For students currently enrolled in NSG 124 or any Level II courses:** any final letter grade lower than a "C" or a numerical grade lower than 77%.
- **For students currently enrolled in NSG 112,114 or 116 for Fall 2022:** any final letter grade lower than a "B" or any numerical grade lower than 80%.

Note: Numerical grades are not rounded.

<u>Withdraw:</u> Failure to attend any nursing course for which the student is registered or failure to complete a course that was started. This excluded the grade of Incomplete ("I")

<u>Medical Withdrawal:</u> Notification of inability to complete or attend a required course due to a change in medical condition. Student must receive College approval for a Medical Withdrawal. Upon request to return, student must provide the Nursing Program with documentation from their care provider that they are able to return to nursing program and comply with the required abilities without restriction.

Procedure:
Students who wish to petition for readmission to the Nursing Program should complete the following:
- Submit the Petition for Readmission form to the Director of Nursing
- Meet with course faculty or academic advisor to develop a plan for academic success
- Schedule a meeting with the Nursing Program Director to discuss the plan for academic success

A petition for readmission does not guarantee a return to the Nursing Program.
Petitions are granted based upon seat availability.
Each petition is considered on an individual basis.
Students returning after a College approved Medical absence will be considered before those who have failed a course.

PETITION FOR READMISSION
Associate Degree Nursing Program

Student Name:_____ College ID#_____

College email address:_____@my.westmoreland.edu

I am requesting readmission to the Nursing Program for the following Semester:

FALL ☐   SPRING ☐   YEAR_____

DAYLIGHT OPTION   ☐   EVENING OPTION ☐

YOUNGWOOD CAMPUS ☐   INDIANA EDUCATION CENTER ☐

I need to enroll in NSG _____. I am aware that I must re-enter into the course not passed when registering.

Please mark all courses completed with a "C" grade or higher

NSG 112 ☐
NSG 114 ☐
NSG 116 ☐
NSG 124 ☐
NSG 225 ☐
NSG 240 ☐
NSG 255 ☐
NSG 260 ☐
NSG 270 ☐

I have attacked my signed Plan for Academic Success.

………………………………………………………………………………………………………

For Official use only:

Readmission Semester_____ Original Cohort

Completion Plan:

Anticipated Completion Date:

Nursing Program Director Signature_____ Date_____

WESTMORELAND COUNTY COMMUNITY COLLEGE

Notification of Medical Leave from the Nursing Program

Date_____

Name _____ ID # _____

Address_____

_____
City   State   Zip code

Phone: Home (_____)_____ Cell (_____)_____

Other_____

E-mail_____

College Email _____

I am requesting a medical leave from the nursing program for the:

Semester: ☐ Fall ☐ Spring Academic Year _____ ☐ Day ☐ Evening/Weekend

☐ Westmoreland-Youngwood

☐ Westmoreland-Indiana

You must attach a copy of the Medical Leave of Absence script from the treating Health Care Provider

I will contact the Program Director with a **Request for Readmission** when I am in possession of a **full release** from medical care from the treating Health Care Provider and can return to full duty. I will return to the program pending seat availability within (1) one year from exit.

Signature_____ Date_____

Please attach a copy of the medical leave of absence from the treating Health Care Provider.
Please attach a copy of your current unofficial transcript (available from Westmoreland portal)

STANDARDS OF STUDENT CONDUCT GUIDELINES

Purpose: It is the position of the nursing program and the college that students admitted to the nursing program be required to maintain an ethical and legal standard of conduct as established by the American Nurses Association (ANA)

Guideline: Students are expected to exhibit standards of conduct which are compliant within the ANA Code of Conduct.

A. **While enrolled in the Westmoreland nursing program it is expected that students will:**
   - Not incur a felonious conviction. The nature of the conviction may have a direct effect on l i c e n s u r e .
   - Not use or consume illegal substances. The college reserves the right to refer students to a physician in the event of a violation or a suspected violation of this provision. The student is responsible for all of the costs of this referral.
   - Comply with the college "Code of Student Conduct" as outlined in the current *College Catalog* and *College Student Handbook.*
   - Display conduct on and off campus in a manner consistent with the standards of the academic and professional community per the nurse's Code of Conduct from the American Nurses Association (ANA)
   - Provide care within the legal and ethical framework of nursing practice
   - Exhibit conduct in the clinical setting as described by both the course and clinical institution guidelines

B. **Incidents that violate standards of student conduct or patterns of misconduct throughout the program may result in dismissal from the program.**
   - The student shall be required to cooperate in any investigation of information received by the college, but not previously reported by the student that may have bearing on the fitness of the student to continue in the nursing program.
   - The student may be required to execute a waiver that authorizes the college to review applicable records from involved agencies.
   - Failure to cooperate fully in investigations of misconduct may result in the immediate suspension or dismissal of the student from the nursing program

Date Revised: 5/2019, 6/25/07, 5/2/02, 7/19/94
Dates Reviewed: 7/20/20, 1/18/2018, 2/16/17, 4/7/11, 5/21/2013, and
11/18/2015 Next Date to Review: Fall 2023 (every 3 years)
Responsibility: Program Eval/By-laws Committee

TRANSFER PROCEDURE GUIDELINES

Purpose: Individuals seeking to transfer into the Westmoreland County Community College (Westmoreland) nursing program from other nursing programs must meet all of the criteria as specified in the Westmoreland College Catalog and Student Handbook for admission and graduation requirements.

Guidelines: Transfer requests into the Westmoreland nursing program will be considered on an individual basis and be made one full semester prior to the semester of desired transfer.

A. **Credit**
   1. Consideration for transfer of credit will be completed by the College

   2. Consideration of credit by examination (Refer to the *Westmoreland Catalog* and *Student Handbook* for the credit by examination procedure) will be completed by the college.

   Note: Credit by examination is not approved for nursing courses.

B. **Graduation**
   - To be eligible for graduation, students transferring into the Associate Degree nursing program must earn at least 30 credits of degree requirements at Westmoreland under faculty instruction and evaluation. Twenty (20) of these 30 credits must be nursing credits.

THIS PAGE INTENTIONALLY LEFT BLANK

WESTMORELAND NURSING PROGRAM

Section IV

COURSE GUIDELINES

ATTENDANCE GUIDELINES

Purpose: Clinical is the application of theory to practice and validates clinical competence. Absenteeism results in missed learning experiences and may compromise the student's ability to meet the nursing program outcomes successfully. Therefore, attendance is expected.

Guidelines: Attendance at all scheduled lecture, laboratory, and clinical sessions is expected.

A. Campus Laboratory

- The teaching and practice of technical skills related to theory occurs in the campus laboratory setting. It is critical for students to attend all campus laboratory sessions to be safe and functional in the clinical setting. Nonattendance in a campus laboratory where clinical skills are being taught may require the student to schedule a lab makeup with the NLRC.
- NOTE: Participation in all scheduled simulation exercises is a requirement of nursing courses in order to fulfill course objectives. Non-participation in any simulation assignment may result in failure of that course.

B. Clinical

- Clinical attendance is evaluated under the critical element, "Commitment"
- Clinical absence is recorded in the student's permanent record.
- The clinical instructor evaluates the performance of students in relation to the course clinical learning outcomes. A student who is not in attendance cannot be evaluated on the outcomes and no documentation of clinical outcomes can be completed. Excessive clinical absences could result in failure of the course as no documentation for demonstration of clinical academic activity.
- A student is not permitted to leave the clinical site during scheduled clinical hours without approval from the faculty member.

C. Medical Absences

- A student absent for medical reasons may be required to provide written verification from the treating physician, permitting the student to return to the campus laboratory and/or clinical setting without restrictions.

D. Withdrawal

- Excessive clinical absences could result in failure of the course as no documentation for demonstration of clinical academic activity.

CLINICAL LABORATORY DRESS CODE GUIDELINES

Purpose: A dress code for the clinical experience is required for identification of the student nurse, patient safety, patient comfort, and infection control. Students are expected to maintain a high standard of personal cleanliness.

Guidelines: Students must observe the following regulations. If the student does not adhere to the dress code, the faculty member has the authority to deny the student access to the clinical experience and an absence for the day will be recorded. Continued failure to follow these guidelines will lead to disciplinary action and/or dismissal from the program.

A. Uniform
- The Westmoreland nursing uniform is worn for clinical laboratory. It must be clean and pressed.
- Hose or socks are to be worn with the uniform
- If wearing a uniform with a skirt, a slip must be worn. The dress uniform is to be worn no shorter than the knee cap. Plain white hose must be worn.
- Westmoreland Photo IDs are to be worn at all times. In addition, appropriate name pins and facility identification badges are to be worn at all t i m e s .
- White or black leather shoes with non-slip soles and without colored logos are to be worn. Shoes must have a closed toe and heel. No sandals, clogs, leather, rubber or canvas shoes are permitted
- Shoes and laces must be clean and in good condition
- White lab jacket or Westmoreland warm-up jacket may be worn with the uniform
- On clinical units requiring attire other than the Westmoreland uniform, the dress code will be defined by clinical facility or faculty

B. Westmoreland White Lab Jacket
- Westmoreland lab jacket and street clothes may be worn for designated clinical laboratory sessions
- Business-like clothing is to be worn for any pre-planning experience. No shorts, blue jeans, leggings or sweat suits are permitted. Men must wear collared shirts and khaki or dress pants. Women must wear khaki or dress pants or business skirts or dresses. Nylons must be worn with skirts or dresses. Open toed shoes, spike heels or athletic shoes are not permitted
- Westmoreland student identification, and appropriate facility identification must be worn in the clinical area.
- Lab jacket must be clean and pressed.
- Westmoreland warm up jacket is not acceptable attire for pre-plan.

C. Scrubs
- When unit specific facility scrub clothes are required on a clinical unit, they will be provided by the clinical facility; Westmoreland student uniform must be worn to and from the clinical facility

D. Hair
- Must be clean, neatly groomed and worn off the collar
- Long hair must be tied and pinned up
- Only functional, non-decorative barrettes are permitted
- Sideburns, mustaches, and beards must be neatly trimmed
- Males without beards or mustaches should be clean shaven
- Only natural occurring conventional hair colors are permitted

E. **Jewelry:**
    When preplanning, in campus laboratory, or on the clinical unit, the student may:
    - Wear a plain ring band, a watch with a second hand, and one small, plain post earring in each ear; no other jewelry is permitted, **the student may not wear** necklaces, bracelets, ear gauges, tongue, eyebrow or other visible body piercings

F. **Cosmetics:**
    When preplanning or on the clinical unit, the student may not wear
    - Perfume, perfumed hair spray, cologne, or aftershave
    - Nail polish and artificial nails
    - Natural fingernails must not extend beyond the length of the fingertip and must be kept clean.
    - No artificial nails, overlays, tips, wraps or nail ornaments are permitted.

    When preplanning, or on the clinical unit, the student may wear:
    - Cosmetics in moderation

G. **Chewing Gum:**
    When preplanning, in campus laboratory, or on the clinical unit, the student may not:
    - Chew gum

H. **Tattoos: When preplanning or on the clinical unit, the student must:**
    - Keep all visible tattoos covered

COURSE EVALUATION GUIDELINES

Purpose: The student must achieve a passing grade in theory, campus laboratory and clinical laboratory and demonstrate satisfactory performance of Course Specific Learning Outcomes (CSLOs) to pass the course.

Guideline: For students currently enrolled in NSG 124 or Level II nursing courses, a student must achieve a theory grade of "C" or better to pass the course.

For students enrolled in NSG 112, 114, 116 in Fall of 2022, a student must achieve a theory grade of "B" or better to pass the course

Final course evaluation may include theory, campus laboratory and clinical laboratory components.

A. **Theory Grade**
   For students enrolled in NSG 124 or Level II nursing courses
   - The minimum passing grade in theory is "C" (77%). There is no rounding of grades in nursing courses.
   - The theory grade may include theory and/or campus laboratory examinations, quizzes, and /or assignments as described in each course syllabus.
   - Grade determination is described in the course syllabus.

   For students enrolled in NSG 112, 114, 116 in Fall 2022
   - The minimum passing grade in theory is "B" (80%). There is no rounding of grades in nursing courses.
   - The theory grade may include theory and/or campus laboratory examinations, quizzes, and /or assignments as described in each course syllabus.
   - Grade determination is described in the course syllabus.

B. **Clinical Grade**
   - The student must achieve a satisfactory clinical grade in order to pass any clinical nursing course
   - An unsatisfactory clinical grade results in the assignment of a final grade in the nursing course of "D" (See clinical evaluation Guidelines)
   - To successfully pass clinical for each course, a student must have an average score for each CSLO that is at or higher than the identified level of achievement.

NSG 116	NSG 124	NSG 225, NSG 240, NSG 255, NSG 260, NSG 270	NSG 280
Student must achieve a minimum score of 2 for each CSLO	Student must achieve a minimum score of 3 for each CSLO	Student must achieve a minimum score of 3 for each CSLO	Student must achieve a minimum score of 4 for each CSLO

C. **Clinical Skills**
   - The student will perform clinical technical skills correctly and safely to meet course objectives.
   - If a student receives an average score for each CSLO that is below the identified level of achievement a remedial plan may be put in place.
   - . Students will need to demonstrate the corrected action in order to achieve the identified minimum score for each CSLO.
   - The student should conference with their clinical faculty member prior to the clinical demonstration of any new skills.

1. Scoring of a CSLO per defined rubric is given when the student:
    *   Performs all elements of the clinical objectives correctly and in the appropriate order.
    *   Answers questions correctly about the technical skill.
    *   Corrects errors made without prompting.
    *   Performs correctly and in sequence with some prompting.

2. Scoring of a CSLO below minimum achievement per defined rubric is given when the student:
    *   Omits the critical element(s) of a technical skill and does not recognize the omission.
    *   Is unable to answer questions about the skill.
    *   Makes error(s) and does not recognize the error(s) independently
    *   Is obviously unprepared to perform the skill safely on clinical.
    *   Requires prompting at every step.

D. Written Assignments
*   Submitting all course assignments as scheduled is required in nursing courses
*   Submitting assignments late demonstrates a lack of commitment to learning and will negatively affect the course grade. See course syllabus
*   Clinical written assignments submitted late will be noted as an unsatisfactory behavior related to commitment on the clinical evaluation form and may result in failure of the course.
*   Faculty may offer the student the option of re-submitting the assignment by a specified date. The assignment will be re-evaluated and noted on the dinical evaluation form. See course syllabus
*   Theory and campus laboratory assignments not submitted on the specified date may negatively affect the grade or result in an incomplete "I" grade or failure for the course.
*   Specific penalties for each late assignment will be identified in each course syllabus.

CLINICAL EVALUATION GUIDELINES

Purpose: In order to pass clinical, students must demonstrate meeting the minimum level of achievement expected to pass the course as defined by the grading rubric. Evaluation of learning outcomes will be evaluated using the Clinical Evaluation Tool based on the CSLO's specific to each course. Failure of the clinical component of a course will result in a final grade of "D" in the nursing course unless theory grade is below passing.

Guidelines: The following documents and forms are used to guide, evaluate and document the student achievement of learning outcomes in the clinical laboratory component of the course:

Students are evaluated on clinical achievement using a variety of summative and formative methods specific for that course.

The following forms may be also be used in addition to identified course specific methods.
- **Commendation Form** for outstanding clinical performance by a student (students may also be recognized for non-clinical performance).
- **Clinical Final Evaluation Tool** based on the course CSLOs
- **Curriculum Progression Map (EOPSLOs)**
- (See grids for caring, competency, communication, clinical judgement, and commitment in **Westmoreland Nursing Program Student Handbook**) - operationalizes each critical element and identifies the corresponding learning outcomes for each course; clinical outcomes identify expected behaviors that indicate growth toward the attainment of learning outcomes for each course and throughout the nursing program.
- **Incident Report Form** – documents potential and/or actual errors/incidents on the clinical   unit
- **Remedial Plan Form** – implemented by faculty for students who are not progressing satisfactorily toward the attainment of the learning outcomes.

REMEDIAL PLAN FOR IMPROVING CLINICAL PERFORMANCE GUIDELINES

Purpose: Formal remediation is indicated if student's clinical performance is not progressing towards meeting the learning outcomes of the course.

Guidelines: The learning outcomes related to a critical element can be addressed in any nursing course. The critical element "Commitment" can be addressed for the course, level, or program at the discretion of the faculty member who initiates it (refer to "Standards of Student Conduct Guidelines"). The clinical faculty member will prepare a written remedial plan and notify the course coordinator.

A. **Plan Components (See attacked sample "Remedial Plan"):**
   - Specific description of the deficiency/problem(s) and identification of the corresponding learning outcome(s) that are not being met successfully
   - Description of student actions necessary to demonstrate progress toward meeting the learning outcomes identified
   - Established time interval for evaluation of student progress
   - Signature and date of both student and faculty member

B. **Distribution:**
   - Copy of plan given to student
   - Copy of plan attached to final Clinical Evaluation form"
   - Copy of plan placed in student's file in nursing office
   - Copy of plan sent to course coordinator

C. **Implementation**
   - As long as plan is ongoing, progress is recorded in weekly clinical written assignments
   - Progress will be discussed with the student at weekly or more frequently for the length of the course.
   - Any updated plans will be signed by both the faculty and student

Dates Revised: 7/20/20, 12/04/2015, 6/4/07, 5/2/05, 5/3/01, 12/19/96, 4/30/92
Dates Reviewed: 4/2022; 10/10/89, 3/1/88, 9/2/86, 5/7/08, 4/7/11,
5/21/2013, 1/18/2018, /, Next Date to Review: Fall 2025 (every 3 years)
Responsibility: Program Eval/By-laws Committee

REMEDIAL PLAN FORMAT AND EXAMPLE

Course _____

Name _____Date _____

Course Specific Learning Outcome (CSLO)

- CSLO # 3: Apply therapeutic and professional communication when participating in collaborative care- Did not report necessary information when reporting off to primary nurse 11/15/19.
- CSLO # 5: Employ information technologies to coordinate safe care –Preplan not completed and insufficient to provide safe care-10/ 29/19, 11/18/19
- CSLO # 6: Incorporate nursing actions with the legal and ethical framework of nursing practice by conducting self in a civil and professional manner -Was publicly disrespectful to instructor on above dates

Data: See *Anecdotal* or additional documentation

Plan: *Include the plan to remediate the behaviors identified*

- Must always treat care team,(including instructor) with respect at all times
- Must report off using appropriate manner outlined by Westmoreland policy and clinical faculty
- Must have preplanning complete and show it to instructor prior to the clinical experience
- Must complete all course assignments by date specified
- Must outline a plan for organizing self to have all necessary preplan, concept maps and care plans completed by designated time
- If _____ *(student's name)* does not meet this plan by _____ *(date)* he/she will fail this course clinically

Student Signature _____Date _____

Instructor Signature _____ Date _____

INCIDENT REPORT GUIDELINES

Purpose: Students must be aware of both potential and actual errors/incidents when on the clinical unit; appropriate action must be taken to prevent further incidents.

Guidelines: Faculty will complete the "Incident Report" form (See attached) and consider the incident when evaluating the student's ability to attain the clinical course outcomes.

For all incidents, the clinical instructor must:
- Use the Westmoreland "Incident Report" form to document the   incident.
- Review the incident with the student and obtain the student's perception of the incident.
- Share with the student what they believe to be the cause of the incident (or error if applicable) and is to be documented on the incident report form where indicated.
- Document the action taken in response to the incident (or error).
- Establish a plan with the student to prevent such an incident or error from occurring again and document the plan.
- Document any other pertinent information on the incident report form.
- Forward the original incident report form to the Director of the Nursing Program and a copy to the course coordinator within 24 hours of the incident. The clinical instructor may keep a copy of the completed form (which is confidential). This form is the property of the College.
- Attach a copy of the completed incident report form to the "Clinical Evaluation Form" and include a description of either the actual or potential error/incident on the "Reflective Log of Learning Experiences."
- File a facility incident report if indicated; it is the property of the facility.

If the incident involves a patient:
- The clinical instructor must document the name of the patient, patient's room number, and the extent of the incident on the incident report form.
- The clinical instructor should notify the Director of the Nursing Program as soon as possible after the incident is reported, if there is any question about the seriousness of the incident.

If the incident involves a medication error:
- The clinical instructor will review the ten rights of medication administration with the student.
- That is due to incorrect dosage calculation, the clinical instructor should require the student to demonstrate mastery of the principles of dosage calculation related to medication administration; the student may be required to review the calculation process using software available in the computer laboratory or with the NLRC

Dates Revised: 4/19/12, 5/16/08, 9/20/07, 6/4/07, 2/10/02, 5/6/99, 9/11/98, 8/20/86
Dates Reviewed: 7/20/20, 4/30/92, 10/10/89, 3/3/88, 2/4/86, 6/21/84, 4/7/11, 10/21/2014, 12/04/2015, 1/18/2018
Next Date to Review: Fall 2023 (every 3 years)
Responsibility: Program Eval/By-Laws Committee

INCIDENT REPORT FORM

Date of Incident_____Facility/Unit _____

Student_____Faculty _____

Actual Error _____   Potential Error _____   Facility incident report filed? _____

MEDICATION ERROR	
Wrong medication	
Wrong patient	
Wrong dose	
Wrong time	
Wrong route	
Documentation not accurate	
Inadequate assessment prior to giving medication	
Medication omitted	

OTHER TYPE OF INCIDENT

Instructor's description of incident:

Patient's Initials _____   Date _____   *(If the incident involved a patient, i.e. fall)*

Program Director Notified: ☐ Yes   ☐ No

Student's description of incident:

Student's suggestions for improvement:

Report of conference with student:

ACTION TAKEN:
Clinical remedial plan implemented?   ☐ Yes   ☐ No
NLRC Referral?   ☐ Yes ☐ No

Other:

Faculty Signature_____Date Completed _____

Student Signature_____Date Completed _____

Dates Revised: 3/15/12, 6/4/07, 5/6/99, 8/20/86, 8/13/98, 5/6/86, 2/4/86, 1/11/85, 6/21/84
Dates Reviewed: 7/20/20, 4/30/92, 10/10/89, 3/3/88, 2/4/86, 6/21/84, 5/07/08, 4/7/11, 5/21/2013,
12/10/2015, 1/18/2018
Next Date to Review: Fall 2023 (every 3 years)
Responsibility: Program Eval/By-laws Committee

INTRAVENOUS THERAPY GUIDELINES

Purpose: To ensure the safety of the patient, all intravenous (IV) therapy must be administered under faculty supervision and follow appropriate institutional policies and procedures.

Guidelines: All faculty and students must adhere to the policies of their assigned clinical facilities. Level I and Level II student responsibilities and restrictions follow:

Definition of Terms: <u>Direct supervision of faculty-</u> faculty are physically present with the student during IV therapy.

A. **Level I Students may, under the direct supervision of the faculty:**
   - Students enrolled in NSG 116 after completion of IV skills may:
     - Remove an IV from the pump to change patient gown or other clothing.
     - Administer, monitor, and document the effects of IV fluids and IV medications via central lines and peripheral lines
     - Flush peripheral and central lines with normal saline or a heparin flush solution with a concentration no greater than 100 units per milliliter per facility protocol
     - Discontinue peripheral IV lines
   - Students enrolled in NSG 124: (after completion of IV skills lab)
     - Complete all NSG 116 Skills
     - May administer IV push medications
     - Perform central line site care and/or dressing change
     - Change cap(s) or tubing that opens a central line to air
     - Administer total parenteral nutrition (TPN) via central or peripheral lines
     - Administer IV narcotics via intravenous push (IVP) and patient controlled analgesia (PCA)

B. **Level I Students (in any course) May NOT:**
   - Administer Chemotherapeutic agents
   - Administer blood or blood products
   - Administer medications requiring specialized training
   - Access or de-access an implantable port
   - Titrate medications that require specific physician parameters, institutional protocol, and/or patient assessment data
   - Perform venipuncture
   - Administer epidural medications

C. **Level II Students may, under direct supervision of the faculty:**
   - Perform the IV responsibilities of a staff nurse in that institution of unit assigned
   - Administer, monitor and document effects of IV fluids and medications via peripheral and central lines
   - Administer IV push medications
   - Administer IV narcotics via intravenous push (IVP) and patient controlled analgesia (PCA)
   - Administer total parenteral nutrition (TPN) via central or peripheral lines
   - Change central line tubing, caps, and dressings
   - Titrate medications using specific physician parameters, institutional protocol, and patient assessment data
   - Administer Rhogam

D. **Level II Students (in any course) May not:**
   - Administer IV Chemotherapeutic drugs
   - Administer blood and blood products requiring type and/or cross matching
   - Access or de-access an implantable port
   - Administer epidural medications
   - Perform venipuncture
   - Administer medications to a labor and delivery patient

TESTING ACCOMMODATIONS IN THE NURSING PROGRAM GUIDELINES

Purpose: to facilitate the elimination of testing barriers that may hinder the academic success of Nursing Program students with disabilities and to maintain compliance with the Americans with Disabilities Act (ADA) of 1990, including changes made by the ADA Amendment Act of 2008, and Section504 of the Rehabilitation Act of 1973.

Guideline: The nursing Program requires students with disabilities who need academic accommodations to contact the Disability Services Office to schedule an appointment. The Disability Counselor is solely responsible to determine the student's eligibility for accommodations and for which accommodations the students are eligible. In providing accommodation, the Nursing Program

- Does not need to eliminate or lower requirements

- Does not need to make modifications that would result in fundamental alteration of the program or activities offered

- Does not need to accommodate in such a way that it would impose an undue financial or administrative burden on the Program

- At the beginning of the semester in which the student has requested accommodations, or at the point when the student requests accommodations, academic accommodation emails are sent from the disability counselor directly to the faculty member and the student

- Students are responsible to communicate with faculty members about the accommodations. This communication will be through Westmoreland College email. Faculty are not obligated to implement accommodations until the student communicates with them about it.

- Nursing program students may be required to utilize the Center for Teaching and learning (CTL) on the Youngwood campus or assigned locations at the Education Centers for all exams and quiz accommodations.

- To ensure the safe practice of nursing, extended time or distraction reduced environment do not apply to nursing skills tested in Clinical laboratory, Simulations or Clinical Settings

- Students must follow the guidelines established at the Education Center or the CTL to schedule their testing appointment. The student will notify their faculty of the appointment date and time
  - Students should not schedule testing time that will interfere with the ability to attend scheduled lecture, laboratory or clinical.

- Students may elect to waive their testing accommodation prior to each exam and quiz
  - Students must notify faculty through Westmoreland College email, 3 days prior to testing if they elect to waive their accommodations for a specific exam or quiz
  - Once testing has been completed, students who elect to waive their accommodation will not be offered additional attempts to complete the specific exam or quiz.

Implementation: January 2020 Responsibility Curriculum/ Student Standing

SOCIAL MEDIA GUIDELINES

Purpose: Student nurses have a responsibility to understand the benefits and consequences of participating in social media. Social media is defined as web based and mobile platforms for user generated content that create interactive and highly accessible, and often public dialogues.

Types of social media may include, but are not limited to:
- Blogging, Podcasting postings
- Social networking applications
- Social news sharing applications
- Social bookmarking/social tagging
- Video hosting and posting

Students **must** follow these guidelines when participating in social media.

Students are prohibited from:
- Transmitting electronically patient image that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient
- Sharing, posting or disseminating any information, including images, about a patient or information gained in the nurse-patient relationship
- Referring to patients by name or posting or publishing information that may lead to the identification of a patient
- Referring to patients in a disparaging manner, even if the patient is not identified
- Taking photos or videos of patients on personal devices, including cell phones
- Engaging in a personal relationship with a patient even if the patient initiates contact
- Making disparaging remarks about peers, instructors, patients, caregivers, members of the healthcare team or clinical facilities
- Making threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments

Students must:
- Observe ethical and legal obligations to maintain patient privacy and confidentiality at all times
- Maintain professional boundaries in the use of electronic media
- Report promptly, any identified breach of confidentiality or privacy to the clinical instructor

Failure to follow these guidelines will result in disciplinary action, up to and including dismissal from the program.

(Adapted from American Nurses Association and National Council of State Board of Nursing) www.ncsbn.org/social media.pdf or www.nursingworld.org

THIS PAGE INTENTIONALLY LEFT BLANK

WESTMORELAND NURSING PROGRAM

Section V

SUPPLEMENTAL INFORMATION

NURSING PROGRAM GUIDELINE FOR COVID-19 PRE-SCREENING RESPONSIBILITY

Purpose: To provide guidance for students and faculty to promote a safe clinical learning environment. Also, to comply with the required COVID-19 pre-Screening requirement of each individual clinical agency and to comply with CDC and local health authority guidelines for reopening educational clinic sites.

Guideline: Faculty and students will be required to complete a COVID-19 pre-screen prior to each clinical day.
1. Clinical faculty will be responsible to review the Pre-screening Guidelines for their assigned clinical agency.
2. Students will be responsible to review the Pre-screening Guidelines for their assigned clinical agency.
3. Clinical faculty will review and discuss the clinical agency pre-screening guidelines with student during the clinical orientation session. Student questions will be addressed.
4. Clinical faculty and student will comply with the specific agency pre-screening guideline.
    a. It is the responsibility of the clinical faculty to assure all students have completed the required pre-screen process each clinical day
    b. It is the responsibility of each student to complete the pre-screening process completely and honestly.
    c. Failure to comply with the clinical agency pre-screening guidelines may result in clinical failure.
5. If faculty is not otherwise ill but does not meet the pre-screening requirement for entrance to the clinical unit, hospital based clinical will be cancelled and a remote option will be assigned to the student. Faculty will notify Nursing Program Director and the clinical unit.
6. If a student is not otherwise ill but does not meet the pre-screening requirement for entrance to the clinical unit, the student will not be marked absent, rather offered an alternate assignment. Students must successfully meet all clinical requirements to pass the clinical portion of their course.

ASSUMPTION OF RISK AND WAIVER OF LIABILITY RELATED TO CORONAVIRUS/COVID 19 FOR WESTMORELAND COUNTY COMMUNITY COLLEGE STUDENTS

Health Profession Students are at high risk of exposure to the virus that causes COVID-19. All Westmoreland County Community College Health Professions Students are required to read and sign the following document Assumption of Risk and Waiver of Liability relating to Coronavirus/COVID-19.

- I am aware of the risks of exposure to COVID-19 and that my attendance at Westmoreland may result in contracting the virus and/or spreading the virus to others
- I understand that the nature of my courses may at times require me to come in contact with others and place me at higher risk to contract the COVID-19 virus.

I agree to follow all state, county, and college safety protocols including but not limited to:

- Receive a COVID-19 vaccination per the CDC guidelines and clinical agency requirements.
- Perform proper handwashing technique before and after contact with all persons and associated equipment.
- Use an alcohol-based hand sanitizer when hand washing is not readily available.
- Follow required social distancing protocols at all times unless close proximity or direct contact is required as part of instruction (with proper PPE as required).
- Perform and document a self-check prior to reporting for clinical education at an associated clinical facility.
- Follow the proper use of PPE including gloves, masks, and face shields for all student/instructor contacts while in Campus Laboratory or Simulations.
- Report any COVID-19 exposure to Westmoreland County Community College at vpenrollmentmanagement@westmoreland.edu immediately.

By signing this document, I acknowledge the contagious nature of COVID-19 and voluntarily assume the risk (known or unknown) that I may be exposed to or infected by COVID-19 by attending classes at Westmoreland County Community College and that such exposure or infection may result in personal injury, illness, permanent disability and/or death. I understand that the risk of being exposed to or infected by COVID-19 at Westmoreland County Community College may result from the actions, omissions, or negligence of myself or others, including, but not limited to Westmoreland County Community College employees, volunteers, and other students.

By signing this document, I, for myself, heirs, personal representatives and assigns, do hereby release, waive, discharge, and promise not to sue the Westmoreland County Community College, the Board of Trustees, administrators, faculty, staff, volunteers, and agents from liability from any and all claims resulting in personal injury (including disability or death), accident or illnesses, damages, and any losses of property in connection with my attendance or participation in programming at the Westmoreland County Community college, its employees, agents, and representatives, whether a COVID-19 infection occurs before, during, or after participation in any Westmoreland County Community College Program.

Student Print Name: _____   Student ID: _____

Student Signature: _____   Date: _____

GUIDELINE FOR STUDENT ROLE IN GOVERNANCE OF THE NURSING PROGRAM

Purpose: Nursing Program students are invited to participate in the governance of the Nursing Program. Participation is voluntary and does not impact course level evaluation of student performance.

Guideline: Students are invited to attend the monthly Nursing Faculty Organization (NFO) meeting to provide input in program decision making.

Notice of monthly meeting may be posted in the following ways:
- Written notice placed on Nursing Program Bulletin Board that will include location, date and time of meeting
- Announcement posted on each nursing course learning management system site that will include date, time and location of meeting

Students interested in attending a meeting must notify the Nursing Program Director by email, one week prior to the meeting date to reserve a seat and if applicable, receive the Zoom Meeting link.

Seating is limited to 2 students during in-person meetings and 4 students during Zoom meetings.

Student attendees will be provided a copy of the meeting's agenda one day prior to the meeting.

Students are invited to provide input in program decision making discussion but will not have a vote.

As portions of the NFO may involve confidential matters, at the discretion of the meeting Chairperson, students will be asked to leave the room/meeting and may return after the item has been discussed.