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SECTION I

INTRODUCTION
PURPOSE OF HANDBOOK

The purpose of the *Westmoreland County Community College Nursing Programs Student Handbook* is to present general information, guidelines, and policies related specifically to the nursing programs.

The *Westmoreland County Community College Nursing Programs Student Handbook* is meant to 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 County Community College Nursing Programs Student Handbook* and the current *Westmoreland County Community 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*. 
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<th>Name</th>
<th>Title</th>
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<th>Phone</th>
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<tbody>
<tr>
<td>Kathleen A. Malloy, PhD, RN</td>
<td>Dean of Health Professions</td>
<td>2259</td>
<td>724-925-4028</td>
</tr>
<tr>
<td>Ruth E. Irwin, PhD, RN</td>
<td>Director of Nursing Programs</td>
<td>2258</td>
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<tr>
<td>Heather Blotzer, MSN, RN</td>
<td></td>
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<td>Donna Carcella, MSN, RN</td>
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<tr>
<td>Pauline Freedberg, MSN, RN</td>
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<td>Rebecca Gediminskas, DNP, RN</td>
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<tr>
<td>Sarah Jones, MSN, RN</td>
<td></td>
<td></td>
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<tr>
<td>Mary Margaret McIntosh, MSN, RN, CWOCN</td>
<td></td>
<td>Indiana CCC</td>
<td>724-357-1404</td>
</tr>
<tr>
<td>Barbara Nopwasky, MSN, RN</td>
<td></td>
<td>Greene County</td>
<td>724-627-3464 Ext. 6711</td>
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<tr>
<td>Jonni Pielin-Kircher, MSN, RN</td>
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</tr>
<tr>
<td>Mary Rodgers, MSN, RN</td>
<td></td>
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<tr>
<td>Melinda Rossell, MSN, RN, CLNC</td>
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<tr>
<td>Sue Ellen Snyder, MSN RN</td>
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<td>Debra Ward, MSN, RN</td>
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<td>Eve Weaver, MSN, RN</td>
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<tr>
<td>Desiree Beppler, MSN, RN</td>
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<td>IND Lab Faculty</td>
<td>724-357-1404</td>
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<tr>
<td>Heather Bolton,</td>
<td></td>
<td>YWD Lab Faculty</td>
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<tr>
<td>Carie Shedlock, MSN, RN</td>
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</table>

Desiree Beppler, MSN, RN ................................................... IND Lab Faculty .... 724-357-1404
Heather Bolton, .......................................................... YWD Lab Faculty ....
Carol Denale,........................................................................ YWD Lab Faculty
Annette Kostelnik, ......................................................... YWD Lab Faculty....
COLLEGE PHONE NUMBERS

If calling these numbers, you will reach the switchboard and then you can be connected with the various offices:

If calling from Belle Vernon, Greensburg, Jeannette, Latrobe, New Alexandria, Delmont, and surrounding areas ...................724-925-4000

If calling from Pittsburgh and surrounding areas ....................................1-800-262-2103

If calling from Greene, Indiana counties and surrounding areas ..........1-800-262-2103
WESTMORELAND COUNTY COMMUNITY COLLEGE
OFFICIAL ACADEMIC CALENDAR
2013-2014

Fall 2013

Faculty Development Aug 19, 20
Faculty Return/Faculty Prep Day Aug 21
Classes Begin Aug 22
Labor Day (College Closed) Sept 2
Faculty Development (2-4 p.m.) Sept 19
Faculty Development/College Meeting Oct 1 (No Classes)
Faculty Development/College Meeting Oct 24 (No Classes)
Faculty Development (2-4 p.m.) Nov 14
Thanksgiving Recess (College Closed) Nov 27, 28, 29, 30
Last Day for Student Initiated Withdrawal Dec 9
Exams or Class Days (Faculty in Attendance) Dec 13, 14, 16, 17, 18(evening)
Faculty Prep Day Dec 18
Grades Due in Records Office Dec 20 Noon

Spring 2014

Faculty Development Jan 7
Faculty Prep Day Jan 8
Classes Begin Jan 9
Martin Luther King Observance-College Closed Jan 20
Faculty Development (2-4 p.m.) Feb 6
Faculty Development/College Meetings Mar 4 (No Classes)
Faculty Development (2-4 p.m.) Mar 25
Spring Break Faculty & Students Apr 16, 17, 18, 19
Last Day for Student Initiated Withdrawal Apr 21
Exams or Class Days (Faculty in Attendance) May 1, 2, 3, 5, 6, 7 (evening)
Faculty Prep Day May 7
Commencement May 8
Grades Due in Records Office May 9 Noon

Summer 2014

1st Session Classes Begin/Summer Term May 19
Memorial Day (College Closed) May 26
1st Session Classes End Jun 24
Grades Due - 1st Session Classes Jun 27 Noon
2nd Session Classes Begin Jun 25
Independence Day (College Closed) Jul 4
2nd Session/Summer Term Classes End Jul 30
Grades Due – 2nd Session Classes Aug 4 Noon
Summer Term Classes:
Classes Begin May 19
Memorial Day (College Closed) May 26
Summer Term Classes End Jul 30
Summer Term Grades Due in Records Office Aug 4 Noon
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

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 to 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 alternately, students can schedule sessions with them independently. To schedule an appointment, students are to sign their name in an available time slot in the calendar appointment book located outside the remediation laboratory.

ACCREDITATION AND APPROVAL
Westmoreland County Community College 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 Westmoreland County Community College Association Degree Program is accredited by the National League of Nurse Accrediting commission, Inc (NLNAC) effective Fall 2008-Fall 2016. To obtain full context, refer to NLNAC.org

ADJUSTING EXAMINATION GRADES
Test items will be reviewed when 50% or more of the students in the section taking the test have answered the questions 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. This must be done 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 Health Professions office (724) 925-4029 and the nurse in charge of the clinical unit when an instructor is not available at the time of the clinical experience.

BULLETIN BOARDS
Level I and Level II nursing student information is posted on the bulletin boards in the hall outside the Health Professions office. Nursing students should check these bulletin boards daily. Examples of the types of information posted include:

- Class and room schedules and modifications
• Campus laboratory and clinical schedules and modification
• Group lists
• Memorandums
• Notices of interest to nursing

**GRADING SCALE FOR NURSING COURSES**
The grading scale is as follows:
- A 91-100
- B 84-90
- C 77-83
- 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.

**LATE ASSIGNMENTS**
Commitment is a critical element in the nursing program. Submitting 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 syllabi.

**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 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
- May only miss one (1) examination in any one (1) nursing course.
- Extenuating circumstances may be considered

**Mobile Handheld Device Clinical/Campus Laboratory Guidelines**
Beginning spring 2011 all entering students are **required** to purchase the Unbound Medicine-Nursing Central software of textbooks and install the software to a mobile handheld device. Web access is listed on the nursing program web site ([www.wccc.edu/nursing](http://www.wccc.edu/nursing)) and on the booklist contained in the syllabus.

The Unbound Medicine web site lists compatible mobile hand held devices that students can install the software to.

Students Responsibilities:
- Devices need to be fully charged and ready for use at all times.
- The device must be carried with the student when in all nursing classes, labs, or clinical. 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 the Unbound Medicine software.
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.
Students will show the device and explain its purpose to all patients when using in the patient room, if appropriate.
It is the student’s responsibility to keep physical possession of the device at all times.

Failure to follow this guideline will result in disciplinary action up to and including failure of a course.
Date initiated 1/20/11

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

PREPLANNING
Preplanning time is allotted on the day or evening prior to the clinical experience to enable students to gather data related to the assigned patient’s health problem and nursing care.
• WCCC student identification is required 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.

PROFESSIONAL LIABILITY
Students in the Nursing program must obtain professional liability insurance with a minimum coverage of $1,000,000 per occurrence and $6,000,000 aggregate.
• 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
Refer to the table following the text in this section.
REVIEWING EXAMINATIONS

- Scheduled group review sessions are conducted at the discretion of the faculty teaching the content being tested.
- Students may make an appointment to arrange an individual review session.
- A student who has not passed an exam is responsible to make an appointment for an individual examination review.
- All examination reviews will be held before the final 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 Programs. The student/graduate must provide written permission to release information from their record. A copy of the waiver is maintained in the record.

1. Current student records include:
   - Current photograph
   - Student data sheet
   - Certification of graduation worksheet
   - All correspondence related to student
   - Current WCCC transcript
   - Notations related to counseling/guidance sessions
   - Incident reports until graduation
   - Copies of add/drop and withdrawal forms
   - Health records
   - Copies of high school transcripts and other educational programs
   - Admission test results
   - Waiver for release of information
   - Copies of Act33-34 Clearance (criminal record check and child abuse history)
   - Clinical evaluation forms

2. Permanent student records include:
   - Photograph
   - Student data sheet
   - Certification for graduation worksheet
   - Final WCCC transcript
   - Selected correspondence related to the student
   - Notations related to counseling/guidance sessions
   - Copies of add/drop and withdrawal forms
   - Health records
   - Copies of high school transcripts and other educational programs
   - Admission test results
   - Waiver for release of information
• Copies of Act 33-34 clearance (criminal record check and child abuse history)
• Critical skills inventory
• Commendations

STYLE MANUAL FOR WRITTEN PRESENTATIONS
The most current edition of APA (Publication Manual of the American Psychological Association) will be on reserve in the library. This manual can 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. If you do audio tape, the recording is for one’s own self studying 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 syllabi for specific guidelines.

No taping, recording or copying may occur in any clinical type 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.

ELECTRONIC TRANSMISSION OF PLANS OF CARE
In order to protect patient confidentiality the following precautions will be taken whenever plans of care or sim 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.

Dates Revised 11/14/2012, 4/16/09, 5/19/08, 6/23/07
Dates Reviewed 6/5/07, 4/7/11
Next Date to Review Fall 2013 (every 3 years)
Responsibility Guideline/By-laws Committee
CREDIT HOURS

FORMULA FOR ASSIGNING CREDIT TO NURSING COURSES

The formula for assigning credit to Nursing Courses shall be as follows:

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<tr>
<th>1 credit</th>
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<td>1 credit</td>
<td>3 Nursing hours – all Nursing courses except NSG 110 = 1.4 Lab hours (LPN)</td>
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<tr>
<td>1 credit</td>
<td>4 clinical Lab hours (PN only)</td>
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<tr>
<td>1 credit</td>
<td>3 clinical Lab hours (ADN)</td>
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PN PROGRAM HOURS

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ADN PROGRAM HOURS: LEVEL I

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ADN PROGRAM HOURS: LEVEL II

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<td>TOTAL</td>
<td>329.85 hr</td>
<td>149.21 hr</td>
<td>755.30 hr</td>
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Revised 5/3/01, 2/4/86
Reviewed 5/7/08, 4/30/92, 10/10/89, 3/1/88, 1/11/85, 5/1/84
### WESTMORELAND COUNTY COMMUNITY COLLEGE
#### NURSING PROGRAM
#### LEVEL I – COURSE HOURS PN Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Lab</th>
<th>Credits</th>
<th>Lecture Hours/Week</th>
<th>Lab Hours/Week</th>
</tr>
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<tbody>
<tr>
<td><strong>NSG 110</strong></td>
<td>INTRODUCTION TO NURSING AND HEALTH CARE</td>
<td>(1:1)</td>
<td></td>
<td>7-3-1</td>
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<td>Campus Lab (ADN)</td>
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<td>Campus Lab (PN)</td>
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<tbody>
<tr>
<td><strong>NSG 111</strong></td>
<td>FOUNDATIONS OF NURSING CARE*</td>
<td>(1:1)</td>
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<td>3-5-8</td>
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<td>Campus Lab (ADN)</td>
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<td>Campus Lab (PN)</td>
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<td>Preplanning</td>
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<td>2 hours/week (20 total)</td>
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*Clinical hours revised for Fall 2002

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<tr>
<th>Course Code</th>
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<tr>
<td><strong>NSG 120</strong></td>
<td>BASIC MEDICAL SURGICAL NURSING CARE IN ACUTE SETTINGS</td>
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<td>3-3-6</td>
<td>6.4 hours (45 total)</td>
<td>5.6 (45 total)</td>
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<td>Campus Lab (ADN)</td>
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<td>9.6 hours/week (67.5 total)</td>
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<td>Campus Lab (PN)</td>
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<td>17.14 hours/week (120 total)</td>
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<th>Lecture Hours/Week</th>
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<tbody>
<tr>
<td><strong>NSG 121</strong></td>
<td>BASIC MEDICAL SURGICAL NURSING CARE IN SELECTED SETTINGS</td>
<td>(1:1)</td>
<td></td>
<td>3-2-5</td>
<td>6.4 hours (45 total)</td>
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<td>Campus Lab (PN)</td>
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<tr>
<td><strong>NSG 122</strong></td>
<td>MENTAL HEALTH CONCEPTS</td>
<td>(1:1)</td>
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<td>.5-.5-1</td>
<td>1.07 hours (7.5 total)</td>
<td>3.21 (22.5 total)</td>
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<td>Campus Lab</td>
<td>(1:3)</td>
<td>3.21 hours/week (22.5 total)</td>
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<th>Lab</th>
<th>Credits</th>
<th>Lecture Hours/Week</th>
<th>Lab Hours/Week</th>
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<tr>
<td><strong>SUMMER PN COURSES</strong></td>
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<td>2-2-4</td>
<td>5 hours (30 total)</td>
<td>20 (120 total)</td>
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<td>Clinical (ADN)</td>
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<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Lab</th>
<th>Credits</th>
<th>Lecture Hours/Week</th>
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<tr>
<td><strong>NSG 130</strong></td>
<td>PRACTICAL NURSING ROLE IN EXTENDED CARE SETTINGS</td>
<td>(1:1)</td>
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<td>1.5-1.5-3</td>
<td>7.5 hours (22.5 total)</td>
<td>7 (21 total)</td>
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<td>Campus Lab</td>
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<td></td>
<td></td>
<td>Clinical</td>
<td>(1:4)</td>
<td>23 hours/week (69 total)</td>
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<td>Preplanning</td>
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<td>1.75 hours/week (5.25 total)</td>
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### SUMMER PN COURSES (continued)

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<tr>
<td>NSG 132</td>
<td>BASIC NURSING CARE OF THE INFANT, CHILD, AND FAMILY</td>
<td>1.5-1.5-3</td>
<td>7.5 hours/week (22.5 hours total/3 weeks)</td>
<td>7 hours/week (21 hours total/3 weeks)</td>
<td>1.5-1.5-3</td>
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#### LEVEL I AAS RN PROGRAM

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<thead>
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<tr>
<td>NSG 112</td>
<td>Introduction to Professional Nursing and Health Promotion Across the Lifespan</td>
<td>2.16-2.52-3</td>
<td>6.48 hrs./week (32.4 hrs. in 5 weeks)</td>
<td>1.512 hrs./week (7.56 hrs. in 5 weeks)</td>
<td>2.16-2.52-3</td>
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<tr>
<td>NSG 114</td>
<td>Health and Physical Assessment Throughout the Lifespan</td>
<td>2.33-2.10-3</td>
<td>3.5 hours/week (35 hours in 10 weeks)</td>
<td>3 hours/week (30 hours in 10 weeks)</td>
<td>2.33-2.10-3</td>
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<tr>
<td>NSG 116</td>
<td>Foundations of Nursing Care</td>
<td>3-12-7</td>
<td>4.5 hours/week (45 hours in 10 weeks)</td>
<td>1 hour/ week (10 hours in 10 weeks)</td>
<td>3-12-7</td>
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<tr>
<td>NSG 124</td>
<td>Medical-Surgical Nursing Care of the Adult</td>
<td>4.5-13.5-9</td>
<td>4.5 hours/ week (67.5 hours in 15 weeks)</td>
<td>1.5 hours/ week (22.5 hours in 15 weeks)</td>
<td>4.5-13.5-9</td>
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#### LEVEL II

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<th>Credits:</th>
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<tbody>
<tr>
<td>NSG 225</td>
<td>Nursing Care of the Childbearing Family, Infant, and Child</td>
<td>3-4.5-4</td>
<td>9 hours/week (45 hours total/5 weeks)</td>
<td>1.8 hours/week (9 hours total/5 weeks)</td>
<td>3-4.5-4</td>
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<tr>
<td>NSG 240</td>
<td>PSYCHIATRIC/MENTAL HEALTH NURSING CARE</td>
<td>1.5-4.5-3</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
<td>1.5 hours/week (7.5 hours total/5 weeks)</td>
<td>1.5-4.5-3</td>
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<tr>
<td>NSG 255</td>
<td>Advanced Medical Surgical Care of the Aging Adult with Multiple Chronic Health Problems</td>
<td>1.5-4.5-3</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
<td>1.5 hours/week (7.5 hours total/5 weeks)</td>
<td>1.5-4.5-3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Lecture-Lab-Credits:</td>
<td>Lecture (1:1)</td>
<td>Campus Lab (1:3)</td>
<td>Clinical (1:3)</td>
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<tr>
<td>NSG 260</td>
<td>ADVANCED MEDICAL SURGICAL NURSING CARE OF THE CHRONICALLY ILL</td>
<td>1.5-4.5-3</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
<td>1.5 hours/week (7.5 hours total/5 weeks)</td>
<td>12 hours/week (60 hours total/5 weeks)</td>
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<tr>
<td>NSG 270</td>
<td>ADVANCED MEDICAL SURGICAL NURSING CARE OF THE ACUTELY ILL</td>
<td>1.5-4.5-3</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
<td>1.5 hours/week (7.5 hours total/5 weeks)</td>
<td>12 hours/week (60 hours total/5 weeks)</td>
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<tr>
<td>NSG 280</td>
<td>MANAGER OF NURSING CARE</td>
<td>1-10.5-4</td>
<td>3 hours/week (15 hours total/5 weeks)</td>
<td>2 hours/week (10 hours total/5 weeks)</td>
<td>25 hours/week (125 hours total/5 weeks)</td>
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Revised 5/7/09, 7/3/06, 5/5/04, 8/12/02
SECTION II

CURRICULUM

Revised 2013 – 2014
Level I Students
CRITICAL ELEMENTS:
The five critical elements (5 C’s) are the essential attributes that the faculty believe all nursing graduates of the WCCC Nursing Programs need to acquire in order to practice nursing. They provide the organizing framework of the curriculum and serve to facilitate the attainment of the knowledge, skills and behaviors necessary to provide nursing care for individuals with basic human needs and/or alterations in basic human needs. The critical elements are caring, competency, communication, critical thinking and commitment. The definition of each critical element 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.

**Communication** – 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** – Is 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 – Is 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.

Critical Thinking – 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 to 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 County Community College (WCCC) Nursing Program, WCCC College Student Handbook, and Agency Standards. It is essential to be committed to uphold legal and ethical codes of professional nursing practice and to commit to active lifelong learning to develop professional identity and ongoing professional growth.

The following documents are used as guidelines throughout the WCCC Nursing Programs to ensure that care is provided within the legal and ethical framework of nursing practice:


American Nurses Association, 2010. Scope and Standards of Practice (2nd Ed.).

Healthy People 2020 online at www.healthypeople.gov.

BASIC HUMAN NEEDS: Needs that are present across the life span that may be satisfied or altered as related to health or illness. Within our curriculum these needs are categorized as: physiological (oxygenation, nutrition/elimination, and activity/rest), safety/security, psychosocial/sexual, self-esteem and self-actualization. Basic human needs and alterations in basic human needs provide the structure for organizing common health problems and related nursing care within clinical nursing courses.

EVIDENCE BASED PRACTICE: Is 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.

HEALTH: It is a dynamic state of wellbeing characterized by a physical, mental, and social potential, which satisfies the demands of a life commensurate with age, culture, and personal responsibility.

Illness: A condition related to an alteration in the satisfaction of basic human needs.

INDIVIDUAL: Man, woman, child or infant who has an essential need for care to satisfy basic human needs across the life span. Needs may be satisfied or altered and can be related to health and illness. Individuals possess unique values and beliefs which influence their choices in relation to their health.

Family: A system of relationships where members share activities, are emotionally involved with each other, and who usually live together or in close geographic proximity. Members are committed to the well-being of the family and share a past, present, and future. A family is defined by its members.
**NURSING**: A dynamic and evolving evidence based practice profession that requires specialized scientific knowledge, skills, and behaviors. Nursing is the process of diagnosing and treating of actual or potential problems in meeting basic human needs of patients and their families. Nursing is based on five critical elements: caring, competency, communication, critical thinking, and commitment.

**NURSING EDUCATION**: Process that promotes the attainment of the knowledge, skills, attitudes, and 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 program/graduate 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, communicate effectively and therapeutically in providing care. At the conclusion of the program, the student is granted an Associate in Applied Science Degree (A.A.S.) 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.

Revised 5/1/03, 5/1/97, 5/2013
PHILOSOPHY

The faculty believes that a dynamic relationship exists between the individual and society, and that individuals have the ability and the right to make choices in all aspects of their lives including their health. The faculty believes that individuals are unique beings that have human needs across the life span and possess unique values and beliefs that influence their choices in relation to their health and well-being.

The faculty believes that an individual’s definition of health is subjective and is influenced by one’s cultural and societal experience. Definitions of health may include a sense of well-being, the ability to perform role functions, and a dynamic inter-play among mind, body, spirit, and the environment. The individual’s definition of health provides a context for life decisions related to health practices and perceived needs. Individuals who experience alterations in basic human needs may require care related to those needs. The faculty believes that satisfied or altered needs influence health and illness. Nurses provide care and comfort to those individuals who require assistance to meet the basic human needs.

The faculty believes that nursing is a dynamic and evolving evidence based practice profession that requires specialized scientific knowledge, skills, and behaviors. Nursing is the process of diagnosing and treating of actual or potential problems in meeting basic human needs of patients and their families across the lifespan. Nursing is based on five critical elements: caring, competency, communication, critical thinking, and commitment.

The associate degree nurse uses the five steps of the nursing process to provide and manage care and recognizes the importance of teamwork and interdisciplinary collaboration in meeting mutually identified patient-centered outcomes in the promotion of health, and the prevention of disease. Because an individual’s need for care is affected by society and culture; the nurse recognizes that the ability to provide quality care within all practice settings, is influenced by societal, cultural, economic, political factors, and regulatory agencies, as well. The faculty believes the associate degree nurse assumes the responsibility of monitoring and ensuring the delivery of safe patient care based on current patient safety goals and intervenes as needed.

The faculty uses evidence-based practice findings, innovative teaching and learning technologies, and informatics systems to prepare graduate nurses with the knowledge, skills, and behaviors and the ability to access, use, and manage knowledge needed to make accurate clinical judgments and decisions; and to provide culturally competent patient-centered care for diverse populations. The faculty believes that the responsibility for learning and success is a collaborative effort between faculty and student. The faculty strives to provide and environment that is conducive to student success in achievement of program outcomes by functioning as role models and resource persons who organize, facilitate, validate, and evaluate progress toward
graduate outcomes. The faculty also strives to instill in students, a desire for achieving and maintaining a high code of ethical and practice standards, continued safety in the provision of care, and professional excellence.

The faculty recognizes that the student brings a personal uniqueness to the learning situation and encourages the student to participate actively in self-assessment related to learning needs. The faculty expects the student to commit to both learning within the nursing program and to lifelong learning within the profession, as well.
PURPOSE AND GOALS

The purpose of this Associate Degree Nursing Program is to prepare a caring, competent, and committed graduate who can think critically and communicate effectively in the practice of nursing. The graduate will be eligible to apply for licensure as a Practical Nurse upon completion of the practical nursing program and to apply for licensure as a Registered Professional Nurse upon completion of the AAS degree program.

The goals of the Associate Degree Nursing Program are:

- Offer a professional nursing education program with a quality curriculum that is recognized as affordable, accessible, and acceptable to applicants and to the community at large.

- Offer a professional nursing education program whose graduates demonstrate caring, competence, communication skills, critical thinking skills, and commitment in their professional Nursing practice.

Revised 5/1/08, 5/1/03, 5/2/02, 4/15/97, 5/2013
CURRICULUM ORGANIZING STRUCTURE

BASIC HUMAN NEEDS

Needs present across the life span that may be satisfied or altered as related to health or illness. Within our curriculum these needs are based on Maslow’s Hierarchy of Needs and classified as:

- Physiologic (Oxygen, Nutrition/Elimination, and Activity/Rest)
- Safety and Security
- Psychosocial/Sexual
- Self-esteem
- Self-actualization

Basic human needs and alterations in basic human needs provide the structure for organizing common health problems and related nursing care within clinical nursing courses.

CRITICAL ELEMENTS

The five critical elements (5 C’s) are the essential attributes that the faculty believes all nursing graduates of the WCCC Nursing Programs need to practice nursing. The critical elements are:

- Caring
- Competency
- Communication
- Critical thinking
- Commitment

The 5 C’s serve as the organizing framework of the curriculum to facilitate the attainment of the knowledge, skills and behaviors necessary to provide nursing care for individuals with basic human needs and/or alterations in basic human needs.
CURRICULUM PLAN MAP

WCCC Philosophy/Mission/Goals

WCCC Nursing Programs Philosophy

WCCC AAS Nursing Program Purpose and Goals

Organizing Structure

Basic Human Needs/Critical Elements

Graduate Program Outcomes

Content Threads

AD Nursing Courses

Learning Outcomes

Clinical Outcomes

Course Objectives

Content Objectives

Outline of Content

Basic Human Needs/Common Health Problems/Nursing Process

Learning Activities

(Class/Campus Lab/Clinical)

Revised 5/1/01, 5/2013
Reviewed 5/6/08
CURRICULUM TERMS

Graduate Program Outcomes – Performance indicators which evidence the satisfactory completion of the educational program.

Content Threads – The knowledge, skills and behaviors needed to attain the Nursing Graduate Program Outcomes for the AD and PN Programs. They are organized according to the Critical Elements.

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

Clinical Outcomes – Specific behaviors that are used to facilitate and evaluate student’s progress toward meeting the Learning Outcomes for each course. They demonstrate learning from the simple to the complex and growth in the student’s knowledge, skills and behaviors throughout the Program.

Clinical Outcome Grids – Are used to demonstrate the relationship of the Clinical Outcomes for each clinical course to the associated Learning Outcomes and Graduate Program Outcomes for each of the five Critical Elements.

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.

Clinical Course Content Format – A template for the organization of relevant content related to caring for individuals who have basic human needs/alternations in basic human needs. It shows the use of the nursing process to provide care for individuals with common health problems. It is used to assure standardization in preparation of the course content portion of the course outlines for clinical nursing courses.
GRADUATE/PROGRAM 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**
1. Deliver quality and safe professional nursing care based on knowledge and evidence from nursing, physical, biological, and behavioral sciences.
2. Promote health through patient and family centered teaching and health education.
3. Use caring constructs to provide patient and family centered care that is based on respect for diversity.

**Competency**
4. Implement technical aspects of care safely, skillfully, effectively, and efficiently.
5. Manage the care for a group of patients in a variety of settings using evidence based management concepts and skills.

**Communication**
6. Use therapeautic communication skills with individuals when providing professional nursing care.
7. Use effective communication skills to promote teamwork, multidisciplinary collaboration and shared decision making.

**Critical Thinking**
8. Use the nursing process to assess, diagnose, plan, implement, and evaluate care to meet mutually identified needs of individuals and their families.
9. Apply critical thinking to decision making and safe clinical judgments
10. Use information technologies effectively by accessing and managing information to enhance provision, adaptation, and management of care.

**Commitment**
11. Implement collaborative, dependent and independent nursing actions with in the legal and ethical framework of professional nursing practice.
12. Demonstrate commitment to active learning to enhance self-development, professional identity and growth as a nurse.
# Content Threads - Level I

The knowledge, skills, and behaviors to attain Nursing Program Graduate Outcomes:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CARING</strong></td>
<td><strong>CARING</strong></td>
<td><strong>CARING</strong></td>
</tr>
<tr>
<td>Basic human needs</td>
<td>Incidental teaching skills</td>
<td>Acts as an advocate for individuals and families</td>
</tr>
<tr>
<td>*Basic psychology</td>
<td><strong>COMPETENCY</strong></td>
<td>Applies knowledge to practice</td>
</tr>
<tr>
<td>Caring constructs</td>
<td>Basic management skills</td>
<td>Is available for individuals and their families</td>
</tr>
<tr>
<td>Diversity</td>
<td>Physician prescribed plan of care and dependent nursing interventions</td>
<td>Is nonjudgmental</td>
</tr>
<tr>
<td>*Human growth and development</td>
<td>Basic math skills related to medication and IV administration</td>
<td>Performs incidental teaching</td>
</tr>
<tr>
<td>Life span considerations</td>
<td>Intravenous administration</td>
<td>Shows respect for:</td>
</tr>
<tr>
<td>Sociology Concepts</td>
<td>Medication administration</td>
<td>Diversity</td>
</tr>
<tr>
<td>Basic principles of teaching/learning</td>
<td>Technical skills</td>
<td>Individual’s definition of health, individual beliefs, values, and perceived needs</td>
</tr>
<tr>
<td>*Anatomy/Physiology</td>
<td>Safety</td>
<td>Uses caring behaviors/caring constructs</td>
</tr>
<tr>
<td>Basic pathophysiology</td>
<td><strong>COMMUNICATION</strong></td>
<td>COMPETENCY</td>
</tr>
<tr>
<td>Clinical manifestations</td>
<td>Basic therapeutic skills</td>
<td>Delivers safe basic care</td>
</tr>
<tr>
<td>Diagnostic studies</td>
<td>*Computer skills</td>
<td>Performs basic management skills competently</td>
</tr>
<tr>
<td><strong>COMPETENCY</strong></td>
<td>Informatics systems</td>
<td>Performs technical skills competently</td>
</tr>
<tr>
<td>Basic management techniques, strategies, and tactics</td>
<td>Interaction with health team</td>
<td><strong>COMMUNICATION</strong></td>
</tr>
<tr>
<td>Collaborative multidisciplinary plan of care and associated nursing interventions</td>
<td>Reporting skills</td>
<td>Documents effectively</td>
</tr>
<tr>
<td>Nutritional</td>
<td>*Writing skills</td>
<td>Uses basic therapeutic skills</td>
</tr>
<tr>
<td>Pharmacologic</td>
<td>Documentation skills</td>
<td>Uses effective communication skills</td>
</tr>
<tr>
<td>Technical skills</td>
<td><strong>CRITICAL THINKING</strong></td>
<td>*Uses the computer as a communication tool and source of information</td>
</tr>
<tr>
<td>Expected/Unexpected responses</td>
<td>Moral decision making skills</td>
<td><strong>CRITICAL THINKING</strong></td>
</tr>
<tr>
<td>Policies, procedures, and protocols</td>
<td>Nursing Process</td>
<td>Collects data and implements the prescribed plan of care safely and effectively</td>
</tr>
<tr>
<td>Safety</td>
<td>Assessment</td>
<td>Uses moral decision making skills effectively</td>
</tr>
<tr>
<td>Scientific principles and rationale</td>
<td>Nursing diagnosis/analysis</td>
<td>Uses problem solving skills effectively</td>
</tr>
<tr>
<td>Technologies</td>
<td>Planning</td>
<td>Uses resources appropriately and effectively</td>
</tr>
<tr>
<td>Communication principles</td>
<td>Implementation</td>
<td><strong>COMMITMENT</strong></td>
</tr>
<tr>
<td>Basic therapeutic communication</td>
<td>Evaluation</td>
<td>Legal/ethical practice</td>
</tr>
<tr>
<td>Collaborative communication</td>
<td>Problem solving skills</td>
<td>Accepts responsibility and accountability in the nurse/patient relationship</td>
</tr>
<tr>
<td>*Computer</td>
<td>Basic physical assessment skills</td>
<td>Adheres to legal/ethical standards of care</td>
</tr>
<tr>
<td>*Writing</td>
<td>Collaborative plan of care</td>
<td>Adheres to WCCC and agency/facility policies and standards</td>
</tr>
<tr>
<td><strong>CRITICAL THINKING</strong></td>
<td>Data collection skills</td>
<td>Assumes the nursing role</td>
</tr>
<tr>
<td>Components of critical thinking</td>
<td>Technical skills</td>
<td><strong>COMMITMENT</strong></td>
</tr>
<tr>
<td>Moral decision making</td>
<td>Self assessment skills</td>
<td>Life long learning</td>
</tr>
<tr>
<td>Resource utilization</td>
<td></td>
<td>Accepts a shared responsibility for learning/competency</td>
</tr>
<tr>
<td>Systematic problem solving</td>
<td></td>
<td>Displays curiosity</td>
</tr>
<tr>
<td>Components of the Nursing Process</td>
<td></td>
<td>Performs self assessment</td>
</tr>
<tr>
<td>Related to established plan of care</td>
<td></td>
<td>Uses learning opportunities to ensure competency</td>
</tr>
<tr>
<td>Contribute to plan</td>
<td></td>
<td>Patient safety</td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prescribed interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMITMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal/Ethical framework of nursing practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life long learning/self assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political, economic, societal, and cultural influences on practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of the nurse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Support Courses: Anatomy & Physiology I & II, College Writing, General Psychology, Microcomputer concepts

Revised 5/6/08, 5/1/03, 5/1/98, 4/29/97, 4/23/97

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Content Threads - Level II
The knowledge, skills, and behaviors to attain Nursing Program Graduate Outcomes:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CARING</strong></td>
<td><strong>CARING</strong></td>
<td><strong>CARING</strong></td>
</tr>
<tr>
<td>Basic human needs</td>
<td>Health promotion and disease prevention-teaching/learning skills</td>
<td>Acts as an advocate for individuals and their families</td>
</tr>
<tr>
<td>*Basic psychology</td>
<td>Management and leadership skills</td>
<td>Applies knowledge to practice</td>
</tr>
<tr>
<td>Caring constructs</td>
<td>Physician prescribed plan of care and dependent nursing interventions</td>
<td>Incorporates health promotion and disease prevention acts into care</td>
</tr>
<tr>
<td>Diversity</td>
<td>Intravenous administration</td>
<td>Integrates research findings into practice</td>
</tr>
<tr>
<td>*Human growth and development</td>
<td>Math related to medication and IV administration</td>
<td>Is available to individuals and their families</td>
</tr>
<tr>
<td>Life span considerations</td>
<td>Medication administration</td>
<td>Is nonjudgmental</td>
</tr>
<tr>
<td>Common complex health problems</td>
<td>Technical skills performed safely</td>
<td>Shows respect for:</td>
</tr>
<tr>
<td>*Anatomy/Physiology</td>
<td><strong>COMPETENCY</strong></td>
<td>Diversity</td>
</tr>
<tr>
<td>Clinical manifestations</td>
<td>Management/leadership theories, concepts, and principles</td>
<td>Individual’s definition of health, individual’s beliefs, values, and perceived needs</td>
</tr>
<tr>
<td>Diagnosis studies</td>
<td>Collaborative multidisciplinary plan of care and associated nursing interventions</td>
<td>Utilizes caring constructs/caring behaviors from nursing theory</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>Nutritional</td>
<td><strong>COMPETENCY</strong></td>
</tr>
<tr>
<td>Health promotion and disease prevention</td>
<td>Pharmacologic</td>
<td>Manages care competently and safely</td>
</tr>
<tr>
<td>*Microbiology</td>
<td>Technical skills</td>
<td>Performs technical skills competently and safely</td>
</tr>
<tr>
<td>Principles of teaching/learning</td>
<td>*Writing skills</td>
<td><strong>CRITICAL THINKING</strong></td>
</tr>
<tr>
<td>Research findings</td>
<td>Documentation skills</td>
<td>Makes safe, effective, collaborative and independent, clinical and ethical/moral decisions and judgments</td>
</tr>
<tr>
<td><strong>COMPETENCY</strong></td>
<td><strong>CRITICAL THINKING</strong></td>
<td><strong>COMPETENCY</strong></td>
</tr>
<tr>
<td>*Math Elective</td>
<td>Clinical decision making/judgment</td>
<td>Legal/ethical Practice</td>
</tr>
<tr>
<td>Management/leadership theories, concepts, and principles</td>
<td>Collaborative outcomes management</td>
<td>Accepts responsibility and accountability in the nurse/patient relationship</td>
</tr>
<tr>
<td>Collaborative multidisciplinary plan of care and associated nursing interventions</td>
<td>Ethical and moral decision making</td>
<td>Adheres to legal/ethical standards of professional practice</td>
</tr>
<tr>
<td>Nutritional</td>
<td>Nursing Process</td>
<td>Adheres to WCCC and agency/facility policies and standards</td>
</tr>
<tr>
<td>Pharmacologic</td>
<td>Assessment</td>
<td>Assumes the nursing role</td>
</tr>
<tr>
<td>Technical skills</td>
<td>Nursing Diagnosis/Analysis</td>
<td>Provides care within the registered nurse scope of practice</td>
</tr>
<tr>
<td>Expected/unexpected responses</td>
<td>Planning</td>
<td>Life long learning</td>
</tr>
<tr>
<td>Policies, procedures, and protocols</td>
<td>Implementation</td>
<td>Accepts a shared responsibility for learning/competency</td>
</tr>
<tr>
<td>Safety</td>
<td>Evaluation</td>
<td>Displays curiosity</td>
</tr>
<tr>
<td>Scientific principles and rationale</td>
<td><strong>COMMITMENT</strong></td>
<td>Evaluates self and implements a plan to meet learning needs</td>
</tr>
<tr>
<td>Technologies</td>
<td>Self evaluation skills</td>
<td>Uses learning opportunities to ensure competency</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td>Self management skills</td>
<td>Patient safety</td>
</tr>
<tr>
<td>Communication principles</td>
<td>*Computer skills</td>
<td><strong>COMMITMENT</strong></td>
</tr>
<tr>
<td>Therapeutic communication</td>
<td>Informatics systems</td>
<td>Legal/ethical Practice</td>
</tr>
<tr>
<td>Effective multidisciplinary collaboration</td>
<td>Multidisciplinary collaboration skills</td>
<td>Accepts a shared responsibility for learning/competency</td>
</tr>
<tr>
<td>*Computer</td>
<td>Therapeutic skills</td>
<td>Displays curiosity</td>
</tr>
<tr>
<td>*Writing</td>
<td>*Writing skills</td>
<td>Evaluates self and implements a plan to meet learning needs</td>
</tr>
<tr>
<td><strong>CRITICAL THINKING</strong></td>
<td>Documentation skills</td>
<td>Uses learning opportunities to ensure competency</td>
</tr>
<tr>
<td>Collaborative outcomes management</td>
<td><strong>CRITICAL THINKING</strong></td>
<td>Patient safety</td>
</tr>
<tr>
<td>Critical thinking principles</td>
<td>Clinical decision making/judgment</td>
<td>Legal/ethical Practice</td>
</tr>
<tr>
<td>Clinical reasoning, decision making, and judgment</td>
<td>Collaborative outcomes management</td>
<td>Accepts responsibility and accountability in the nurse/patient relationship</td>
</tr>
<tr>
<td>Ethical and moral reasoning</td>
<td>Ethical and moral decision making</td>
<td>Adheres to legal/ethical standards of professional practice</td>
</tr>
<tr>
<td>Nursing process</td>
<td>Nursing Process</td>
<td>Adheres to WCCC and agency/facility policies and standards</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment</td>
<td>Assumes the nursing role</td>
</tr>
<tr>
<td>Diagnosis/analysis</td>
<td>Nursing Diagnosis/Analysis</td>
<td>Provides care within the registered nurse scope of practice</td>
</tr>
<tr>
<td>Planning</td>
<td>Planning</td>
<td>Life long learning</td>
</tr>
<tr>
<td>Implementation</td>
<td>Implementation</td>
<td>Accepts a shared responsibility for learning/competency</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluation</td>
<td>Displays curiosity</td>
</tr>
</tbody>
</table>

*Support Courses: Advanced Composition, Anatomy & Physiology I & II, Math Elective, College Writing, General Psychology, Microbiology, Microcomputer Concepts.
Revised 5/1/03, 5/1/98, 5/1/97, 4/29/97, 4/23/97
## Content Threads

The knowledge, skills, and behaviors to attain the Associate Degree Nursing Program Graduate Outcomes:

<table>
<thead>
<tr>
<th>Infection Control (IC)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NSG 112</strong></td>
<td>No Infection Addressed</td>
</tr>
<tr>
<td><strong>NSG 114</strong></td>
<td>No Infection Addressed</td>
</tr>
</tbody>
</table>
| **NSG 116** | Principles of IC – Health Care Worker  
Types/ Signs and Symptoms of Infection  
Prevention  
Microorganisms – mode of transmission  
Normal Body Defenses – chain  
Use of Personal Protective Equipment  
Isolation Precautions  
Simulations  
Intravenous Infections  
Fluid and Electrolyte |
| **NSG 124** | DM risk  
Nutrition  
TPN/Infection  
UTI – Risk/cause/dx/tx  
Pulmonary:  
Pneumonia – defined  
Inflammatory process-lung-dx/tx  
Perioperative  
Blood/CLAB |
| **NSG 225** | STDS/ Infection |
| **NSG 240** | No Infection Addressed |
| **NSG 255** | Integumentary – Common Problems |
| **NSG 260** | Cancer/Hema – Risk – Infection  
Altered Immunity/AIDS |
| **NSG 270** | Ventilator Pneumonia  
Trauma  
SIRS  
Injury – Acute Kidney - Risk/Prevention  
Sepsis/Shock – Risk/Prevention |
<p>| <strong>NSG 280</strong> | No Infection Addressed |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 112</td>
<td>Overview of Stages of Growth and Development: Infancy to Old-old. What to Teach and How to Teach: Teaching strategies across the lifespan, infants to Old-old.</td>
</tr>
<tr>
<td>NSG 114</td>
<td>How to assess infant to Old-old. Brief review of Health Promotion content for the System being assessed in each age group. (Note: students will not have Health Promotion content related to all ages before they start clinical in NSG 112.)</td>
</tr>
<tr>
<td>NSG 116</td>
<td>Reinforce life span considerations as they relate to Endocrine, Gastrointestinal, Genitourinary, Respiratory, and Cardiovascular Problems.</td>
</tr>
<tr>
<td>NSG 124</td>
<td>Reinforce life span considerations as they relate to Endocrine, Gastrointestinal, Genitourinary, Respiratory, and Cardiovascular Problems.</td>
</tr>
<tr>
<td>NSG 225</td>
<td>Theorists Stages of Development. Milestones and task: Infant to adolescent.</td>
</tr>
<tr>
<td>NSG 255</td>
<td>Milestones and task caused by aging and chronic illness.</td>
</tr>
<tr>
<td>NSG 260</td>
<td>Re-enforcement of content taught in previous courses as it relates to the patient populations affected by the disease processes taught in this course: trauma, acute respiratory failure, acute kidney disease, cardiovascular disease and neurologic conditions (spinal cord injury, traumatic brain injuries, increased intracranial pressure, and hemorrhagic stroke).</td>
</tr>
<tr>
<td>NSG 280</td>
<td>None</td>
</tr>
</tbody>
</table>
## Informatics

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
</table>
| NSG 112 | Overview of informatics in the health care system (definition of nursing informatics, management information systems, hospital information systems)  
Overview of Technology in Nursing Education (distant learning, testing)  
Literature access and retrieval  
The competencies – Direct Care, Support, Information and Infrastructure  
The Electronic Medical Record  
Introduction to and registration for SimChart  
Use of Blackboard and Electronic Mail |
| NSG 114 | SimChart documentation of Simulation Case Study assessment data |
| NSG 116 | Technology in Nursing Practice Electronic Health Record, (data entry, computer based client records, documentation)  
Use of SimChart for lab and clinical assignments |
| NSG 124 | Reinforce use of the EMR in the clinical settings related to this course. |
| NSG 225 |  |
| NSG 240 | The nursing process in psychiatric/mental health nursing  
Documentation: The electronic health record |
<p>| NSG 255 |  |
| NSG 260 |  |
| NSG 270 | Re-enforcement of content taught in previous courses as it relates to documentation in the eMR, and communication among health care team members caring for critically ill patients in the intensive care units and emergency department. |
| NSG 280 | Electronic health record |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 112</td>
<td>Learning Theories&lt;br&gt;Factors affecting learning&lt;br&gt;Change theory&lt;br&gt;Therapeutic communication skills across the life span&lt;br&gt;Promoting health across the lifespan: child, adolescence, adult, elderly&lt;br&gt;Teaching strategies for individuals across the life span</td>
</tr>
<tr>
<td>NSG 114</td>
<td></td>
</tr>
<tr>
<td>NSG 116</td>
<td></td>
</tr>
<tr>
<td>NSG 124</td>
<td>Peri-operative teaching, Disease Prevention/Treatment/Discharge regarding disorders of Endocrine, GI, GU, Respiratory, and Cardiovascular systems.</td>
</tr>
<tr>
<td>NSG 225</td>
<td>Anticipatory guidance related to the infant, toddler, preschooler, school-aged child, and also the adolescent is covered in the pediatric section of NSG 225.</td>
</tr>
<tr>
<td>NSG 240</td>
<td>Role of the nurse in patient education on the psychiatric unit.&lt;br&gt;Incorporating teaching/learning principles&lt;br&gt;Identifying barriers to teaching/learning</td>
</tr>
<tr>
<td>NSG 255</td>
<td></td>
</tr>
<tr>
<td>NSG 260</td>
<td></td>
</tr>
<tr>
<td>NSG 270</td>
<td>Re-enforcement of content taught in previous courses as it relates to the patient populations affected by the disease processes taught in this course: trauma, acute respiratory failure, acute kidney disease, cardiovascular disease (acute coronary syndromes) and neurologic conditions (spinal cord injury, traumatic brain injuries, increased intracranial pressure, and hemorrhagic stroke).</td>
</tr>
<tr>
<td>NSG 280</td>
<td>None</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>NSG 112</td>
<td>Not addressed in NSG 112</td>
</tr>
<tr>
<td>NSG 114</td>
<td></td>
</tr>
<tr>
<td>NSG 116</td>
<td></td>
</tr>
<tr>
<td><strong>NSG 124</strong></td>
<td>Perioperative pain management - local, general, epidural, intrathecal, and spinal anesthesia; opioids, NSAIDS, and adjuvant therapies. Ischemic heart disease, PVD, inflammatory and obstructive disorders of the GI, GU systems.</td>
</tr>
<tr>
<td><strong>NSG 225</strong></td>
<td>The principles of pain management as it relates to developmental considerations are covered in the pediatric section of NSG 225.</td>
</tr>
<tr>
<td><strong>NSG 240</strong></td>
<td>Not addressed in NSG 240</td>
</tr>
<tr>
<td><strong>NSG 255</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NSG 260</strong></td>
<td>Perioperative concepts: Mastectomy Pain Concepts: Cancer pain acute and chronic, postoperative mastectomy pain, acute and chronic pain associated with HIV/AIDS</td>
</tr>
<tr>
<td><strong>NSG 270</strong></td>
<td>Re-enforcement of pain control related to atherosclerotic and ischemic cardiovascular content taught in NSG 124. Pain control strategies related to acute coronary syndromes and traumatic injuries.</td>
</tr>
<tr>
<td><strong>NSG 280</strong></td>
<td>None</td>
</tr>
</tbody>
</table>
### Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
</table>
| NSG 112 | Introduction to basic therapeutic communication skills – Silence, Broad openings, Making Observations, Offering general leads restating/reflecting, exploring, giving information, clarification  
The Communication Process  
Modes of communication – verbal/non-verbal  
Identify therapeutic communication techniques in activities to promote health and prevent diseases to individuals and families across the lifespan.  
Develop communication skills to facilitate collaboration with intranursing and interprofessional teamwork to meet the needs of the individuals and families across the lifespan. |
| NSG 114 |  |
| NSG 116 |  |
| NSG 124 | Application/review of basic therapeutic techniques |
| NSG 225 | Risk for impaired communication as it relates to the preschooler is covered in the pediatric section of NSG 225. |
| NSG 240 | Advanced therapeutic techniques – placing event in time/sequence, encouraging description of perceptions, encouraging comparison, focusing, presenting reality, confrontation, voicing doubt, encouraging evaluation, verbalizing the implied, summarizing, suggesting collaboration, encouraging formulation of a plan of action. |
| NSG 255 |  |
| NSG 260 |  |
| NSG 270 | Re-enforcement of content taught in previous courses. Therapeutic communication strategies used with critically ill “non-communicative” patients, i.e., sedated on mechanical ventilation, decreased level of consciousness related to high acuity levels; and skills used with families and patients in high stress clinical environments, such as the emergency department and intensive care units. |
| NSG 280 | Communication in the workplace  
Referrals and collaboration  
Team communications (Teamstepps) |
### 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.

### Content:

#### Nurturing

Nurturing behaviors require the nurse to perform for the patients. These behaviors are: comfort, compassion, concern, interest, presence, tenderness, touch, protective ness and physical attendance.

#### Supporting

Supporting behaviors require the nurse to assist the patients and significant support persons to use available resources. These behaviors are: empathy, involvement, health instruction, health maintenance, helping, restorative acts, stress alleviation, and trust.

#### Empowering

Empowering behaviors require the nurse to initiate and encourage the patient and families to problem solve, change behavior, and acquire knowledge. These behaviors are: advocacy, teaching, and sharing.

#### Accepting

Accepting behaviors require the nurse to recognize and consider each patient's diversity and how the patient's and family's culture, attitudes, beliefs, values, and perceived needs influence their ability to adapt in meeting basic human needs.

### Taught in:

- **NSG 112**
- Reinforced in **NSG 114** and **NSG 116**
- Reinforced in **NSG 124**

### Content in Level I

**First and Second Semester**

<table>
<thead>
<tr>
<th>Element and Definition</th>
<th>Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Caring</em></td>
<td>Nurturing behaviors require the nurse to perform for the patients. These behaviors are: comfort, compassion, concern, interest, presence, tenderness, touch, protective ness and physical attendance.</td>
</tr>
</tbody>
</table>

### Content in Level II

**First and Second Semester**

<table>
<thead>
<tr>
<th>Element and Definition</th>
<th>Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Caring</em></td>
<td>Reinforce previously learned content in NSG 112</td>
</tr>
</tbody>
</table>

### Five Week Course Rotations:

- Reinforce previously learned content during the rotation of five week courses – NSG 225, NSG 240, NSG 255, NSG 260, and NSG 270

### Second Semester Level II

- **NSG 280**: Demonstrate for a group of patients
<table>
<thead>
<tr>
<th>Element and Definition</th>
<th>Content in Level I First and Second Semester</th>
<th>Content in Level II First and Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency</strong> – The safe and skillful performance of technical and/or management skills with minimum expenditure of time, effort, and resources.</td>
<td>Note: this is not evaluated in NSG 112</td>
<td>All previously learned skills and skills taught in NSG 114 and NSG 116</td>
</tr>
<tr>
<td>Technical skills – Interventions, actions, techniques or procedures necessary to implement the plan of care.</td>
<td><strong>Please Refer to Table 2.1. Technical Skills Taught by Course and Tested as Critical Skill</strong></td>
<td><strong>Five Week Course Rotations:</strong> Reinforce previously learned content during the rotation of five week courses – NSG 225, NSG 240, NSG 255, NSG 260, and NSG 270</td>
</tr>
<tr>
<td>Management skills – Techniques, strategies, and tactics used when managing care for a group of patients.</td>
<td>It is expected that all skills mastered in previous courses is maintained in subsequent nursing courses.</td>
<td>Second Semester Level II NSG 280: Demonstrate for a group of patients</td>
</tr>
<tr>
<td>Element and Definition</td>
<td>Content in Level I First and Second Semester</td>
<td>Content in Level II First and Second Semester</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Communication</strong> – 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 Is 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 Is the foundation of effective intra nursing and inter-professional teamwork. It requires verbal (spoken,</td>
<td><strong>Content</strong></td>
<td>All previously learned communication skills</td>
</tr>
<tr>
<td><strong>Therapeutic communication skills</strong></td>
<td>Basic skills: identifies verbal and non-verbal behaviors, introduce self, moves to patient when talking, calls patient by name, maintains appropriate body distance, uses touch appropriately, identifies blocks to communication</td>
<td><strong>Five Week Course Rotations:</strong></td>
</tr>
<tr>
<td></td>
<td>Therapeutic techniques: silence, restatement, reflection, broad openings, active listening, clarification, focusing, summarization, goal setting, empathy, make observation, give direction, assist with problem solving</td>
<td>NSG 240: Confrontation, Theme Identification, Crisis Intervention Techniques.</td>
</tr>
<tr>
<td><strong>Collaborative Communication Skills</strong></td>
<td>Goal setting with health team members and delegation.</td>
<td>Second Semester Level II</td>
</tr>
<tr>
<td>NSG 280 All previously learned skills. In addition Collaborative Communication that includes mutual planning, decision making, problem solving, and goal setting with health team members for a group of patients</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
written, or electronic) and non-verbal skills necessary for interacting, and mutual planning, decision making, problem solving, and goal setting with health team members to achieve positive patient centered outcomes. It includes the use and management of computer based information systems (informatics). This is essential, fostering continuity of care and maintaining a culture of safety.
<table>
<thead>
<tr>
<th>Element and Definition</th>
<th>Content in Level I First and Second Semester</th>
<th>Content in Level II First and Second Semester</th>
</tr>
</thead>
</table>
| **Critical Thinking** - 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 to 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. | **Content**  
**First Semester:**  
Demonstrates a spirit of inquiry. Analyzes assessment data, develops valid nursing diagnosis, uses standardized NCPS, explains rationale for interventions, gathers and reports assessment data, evaluates interventions.  
Initiates organizational skills  
**Second Semester:**  
Previously learned behaviors. Identifies significance of diagnostic test, prepares and prioritizes care, uses standard protocols, critical pathways | **Five Week Course Rotations:**  
All previously learned communication skills. Develops shared patient outcomes, prioritizes care on collaborative outcomes, implements multidisciplinary plan of care, evaluates care of collaborative outcomes, identifies need for alterations of plan, modifies plan as needed  
**Second Semester Level II**  
NSG 280 Applies critical thinking strategies in management of a group of patients. |
## NURSING PROGRAM

### PROGRESSION OF THE FIVE CRITICAL ELEMENTS

| Element and Definition | Content in Level I  
First and Second Semester | Content in Level II  
First and Second Semester |
|------------------------|-----------------------------|-----------------------------|
| **Commitment** A pledge to understand and adhere to standards of professional nursing practice and to abide by the Westmoreland County Community College (WCCC) Nursing Program, WCCC College Student Handbook, and Agency Standards. It is essential to be committed to uphold legal and ethical codes of professional nursing practice and to commit to active lifelong learning to develop professional identity and ongoing professional growth. This requires assimilation of values, concepts, and ethical standards. | **Content**  
First Semester;  
NSG 112: These documents are reviewed:  
NSG 116: The content is reinforced  
Second Semester:  
NSG 124 The content is reinforced | **Five Week Course Rotations:**  
Previously learned content. The same referenced documents.  
**Second Semester Level II**  
NSG 280 Implement collaborative, dependent and independent nursing actions with in the legal and ethical framework of professional nursing practice when assuming the role of manager of care.  
Demonstrate commitment to active learning to enhance self-development, professional identity and growth as a nurse when assuming the role of manager of care. |
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM
PROGRESSION OF THE FIVE CRITICAL ELEMENTS

Table 2.1. Skills Taught by Course and Tested as Critical Skill

<table>
<thead>
<tr>
<th>SKILLS TO BE TAUGHT</th>
<th>TECHNICAL SKILLS TO BE TESTED (CRITICAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NSG 112</strong></td>
<td></td>
</tr>
<tr>
<td>The five critical elements of the WCCC nursing program: caring, competency,</td>
<td></td>
</tr>
<tr>
<td>communication, critical thinking, and commitment. Health</td>
<td></td>
</tr>
<tr>
<td>promotion and disease prevention for individuals and families across the lifespan</td>
<td></td>
</tr>
<tr>
<td>in the community.</td>
<td></td>
</tr>
<tr>
<td>• Appropriate principles of teaching/learning strategies</td>
<td></td>
</tr>
<tr>
<td>• Therapeutic communication techniques</td>
<td></td>
</tr>
<tr>
<td><strong>NSG 114</strong></td>
<td></td>
</tr>
<tr>
<td>Age related Health History and Physical Assessment techniques that are age related</td>
<td></td>
</tr>
<tr>
<td>and culturally appropriate:</td>
<td></td>
</tr>
<tr>
<td>• Infant</td>
<td></td>
</tr>
<tr>
<td>• Child</td>
<td></td>
</tr>
<tr>
<td>• Adult</td>
<td></td>
</tr>
<tr>
<td>• Older Adult</td>
<td></td>
</tr>
<tr>
<td>• Antepartum and Postpartum</td>
<td></td>
</tr>
<tr>
<td><strong>NSG 116</strong></td>
<td></td>
</tr>
<tr>
<td>1. Hygiene needs and care of an individual’s environment (care of the mouth</td>
<td>1. Universal Precautions (hand washing,</td>
</tr>
<tr>
<td>[brushing teeth, performing mouth care for unconscious or debilitated, cleaning</td>
<td>gloving) and infection control</td>
</tr>
<tr>
<td>dentures] care of the hair, nails, and feet [shampooing hair of bedridden</td>
<td></td>
</tr>
<tr>
<td>individual, shaving, performing nail and foot care], care of the eyes and ears</td>
<td></td>
</tr>
<tr>
<td>[contact lenses, hearing aids], backrub, making an occupied bed</td>
<td></td>
</tr>
<tr>
<td>2. Care of the body after death</td>
<td></td>
</tr>
<tr>
<td>3. Communication/Documentation</td>
<td></td>
</tr>
<tr>
<td>(reporting and recording, incident report)</td>
<td></td>
</tr>
<tr>
<td>4. Infection control (caring for individuals under isolation precautions, Hand</td>
<td></td>
</tr>
<tr>
<td>washing, gloving and controlling spread of microorganisms)</td>
<td></td>
</tr>
<tr>
<td>5. Safety (reducing potential threats, applying protective devices)</td>
<td></td>
</tr>
<tr>
<td>6. Pain Control (non-pharmacologic pain relief techniques for acute and chronic</td>
<td></td>
</tr>
<tr>
<td>pain [cutaneous stimulation, message, ice, heat, distraction, imagery, relaxation</td>
<td></td>
</tr>
<tr>
<td>and deep</td>
<td></td>
</tr>
<tr>
<td>1. Measurement of vital signs</td>
<td></td>
</tr>
<tr>
<td>• blood pressure</td>
<td></td>
</tr>
<tr>
<td>• temperature</td>
<td></td>
</tr>
<tr>
<td>• pulse</td>
<td></td>
</tr>
<tr>
<td>• respirations</td>
<td></td>
</tr>
<tr>
<td>4. Head-to-Toe Physical Assessment</td>
<td></td>
</tr>
<tr>
<td>5. Administration of medications (oral)</td>
<td></td>
</tr>
<tr>
<td>• administering oral medications</td>
<td></td>
</tr>
<tr>
<td>6. Medication dosage calculation</td>
<td></td>
</tr>
<tr>
<td>• tested by math competency</td>
<td></td>
</tr>
<tr>
<td>SKILLS TO BE TAUGHT</td>
<td>TECHNICAL SKILLS TO BE TESTED (CRITICAL)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>relaxation})</td>
<td>7. Intravenous therapy</td>
</tr>
<tr>
<td>7. Emergency measures for life support  (removing foreign body, airway obstruction, inserting a nasal and oral airway)</td>
<td>• preparing a primary IV infusion, calculating and regulating rate and monitoring</td>
</tr>
<tr>
<td></td>
<td>• administering a secondary IVPB with a continuous IV infusion</td>
</tr>
<tr>
<td>8. Oxygenation (applying a nasal cannula and mask, using incentive spirometry, using controlled coughing technique, performing suctioning [Oropharyngeal, nasopharyngeal], measuring oxygen saturation)</td>
<td>• discontinuing an intravenous (IV) access device</td>
</tr>
<tr>
<td>9. Circulation (TEDS, pneumatic compression devices, use of Doppler)</td>
<td>• flushing to maintain patency of IV lines</td>
</tr>
<tr>
<td>10. Collecting Specimens (random, clean-voided, timed, and sterile urine from indwelling catheter; sputum, nose/throat, wound and stool)</td>
<td></td>
</tr>
<tr>
<td>11. Nutrition (performing a nutritional assessment, assisting an individual with oral nutrition, verifying placement for large and small bore feeding tubes and checking residual, administering enteral feedings via different types of feeding tubes)</td>
<td></td>
</tr>
<tr>
<td>12. Fluid and electrolyte balance (observing/assessing for edema, measuring intake and output) Intravenous therapy (assessment of IV site, venipuncture for blood specimen and iv therapy, conversion of primary iv to intermittent infusion device, use of electronic infusion devices, monitoring and interventions related to complications of IV therapy)</td>
<td></td>
</tr>
<tr>
<td>13. Fecal elimination (inserting a rectal tube, removing a fecal impaction [digitally], administering a sitz bath, measuring occult blood in stool, assisting an individual with the bedpan, administering a Fleet’s and soap suds enema)</td>
<td></td>
</tr>
<tr>
<td>14. Urinary elimination (performing routine catheter care, catheterizing with a straight catheter [male, female], inserting an indwelling urinary catheter, [male and female], obtaining catheterized specimens for residual urine, performing catheter irrigation, removing a retention catheter, applying an external catheter, measuring specific gravity, measuring chemical properties of urine [glucose, ketones, protein, blood, and pH], assisting an individual with the urinal)</td>
<td></td>
</tr>
<tr>
<td>15. Administration of medications (inhaled, preparing medications from ampules and vials, intradermal and intramuscular injections, nasal and vaginal installations, rectal suppositories,</td>
<td></td>
</tr>
<tr>
<td>SKILLS TO BE TAUGHT</td>
<td>TECHNICAL SKILLS TO BE TESTED (CRITICAL)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>transdermal patch, metered dose inhaler, ointments, insulin administration, blood glucose testing, teaching self-administration of insulin</td>
<td></td>
</tr>
<tr>
<td>16. <strong>Dressing and wound care</strong> (applying a clean dressing, elastic bandage, abdominal binder and breast binder, sling, moist warm soaks, aquathermia and heating pads, ice pack, bag, and collar)</td>
<td></td>
</tr>
<tr>
<td>17. <strong>Posture, mobility, ambulation</strong> (body alignment, lifting and transfer techniques, moving, positioning, range of motion, assisting with ambulation)</td>
<td></td>
</tr>
<tr>
<td><strong>NSG 124</strong></td>
<td></td>
</tr>
<tr>
<td>Administration of TPN</td>
<td>Head to Toe Physical Assessment</td>
</tr>
<tr>
<td>Naso Gastric (NG) Intubation</td>
<td>Intravenous Push Medications (IVP)</td>
</tr>
<tr>
<td>Rectal Tube Insertion</td>
<td>Mini Mental Exam</td>
</tr>
<tr>
<td>Bladder Irrigations</td>
<td>Suicide Assessment</td>
</tr>
<tr>
<td>Ostomy Care</td>
<td>Dosage Calculation Competency Test</td>
</tr>
<tr>
<td>Chest Tube Drainage</td>
<td></td>
</tr>
<tr>
<td><strong>NSG 225</strong></td>
<td></td>
</tr>
<tr>
<td>To be announced</td>
<td>Dosage Calculation Competency Test</td>
</tr>
<tr>
<td><strong>NSG 240</strong></td>
<td></td>
</tr>
<tr>
<td>To be announced</td>
<td></td>
</tr>
<tr>
<td><strong>NSG 255</strong></td>
<td></td>
</tr>
<tr>
<td>To be announced</td>
<td>Dosage Calculation Competency Test</td>
</tr>
<tr>
<td><strong>NSG 260</strong></td>
<td></td>
</tr>
<tr>
<td>Blood Administration</td>
<td>Dosage Calculation Competency Test</td>
</tr>
<tr>
<td><strong>NSG 270</strong></td>
<td></td>
</tr>
<tr>
<td>• Cardiac Rhythm Interpretation</td>
<td>• Dosage Calculation Competency Test</td>
</tr>
<tr>
<td>• Arterial Blood Gas Interpretation</td>
<td>• ATI: RN Adult Medical-Surgical Nursing Proctored Assessment (LEVEL I)</td>
</tr>
<tr>
<td>• Mechanical Ventilation</td>
<td>• Concept Map/Patient Assessment to demonstrate assessment, analysis, and synthesis of patient data</td>
</tr>
<tr>
<td><strong>NSG 280</strong></td>
<td></td>
</tr>
</tbody>
</table>
NSG 112: Introduction to Professional Nursing and Health Promotion Across the Lifespan

Lecture-Lab-Credits: 2.16-2.52-3

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours in 5 weeks</th>
<th>Hours/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>32.4</td>
<td>6.48</td>
</tr>
<tr>
<td>Campus Lab</td>
<td>7.56</td>
<td>1.512</td>
</tr>
<tr>
<td>Clinical Lab</td>
<td>30.3</td>
<td>6.06</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
The five critical elements of the WCCC nursing program: caring, competency, communication, critical thinking, and commitment serve as a framework of the course. The course focuses on the profession of nursing, health care environment, and health promotion/disease prevention. Broad course content includes the fundamental knowledge, skills and behaviors necessary to assimilate values, concepts, and ethical standards central to nursing practice. Emphasis is placed on strategies to promote health and prevent disease for individuals and families across the lifespan in community settings.

Prerequisites: BIO 171, CPT 150
Corequisites: BIO 172, NSG 114, NSG 116

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Assess how their personal strengths and values affect one’s identity as a nurse and contribution as a member of the health care team.
2. Define principles of critical thinking principles related to nursing judgments and evidence based practice.
3. Recognize the impact of historical, political, economic, societal, and cultural influences on the development of nursing as a profession.
4. Analyze evidence based research related to health promotion and disease prevention.
5. Define legal and ethical issues related to the practice of nursing.
6. Describe how the components of contemporary health care impact on individuals and families across the life span.
7. Recognize how computer based information systems (informatics) are used to manage and support care to individuals and families.
8. Recognize how, ideas, values, cultures, and ethnicities differences affect an individual’s health.
9. Examine concepts of growth and development across the lifespan.
10. Recognize how use of appropriate principles of teaching/learning strategies can promote health and prevent disease in individuals and families across the life span.
11. Identify therapeutic communication techniques in activities to promote health and prevent disease to individuals and families across the life span.
12. Develop communication skills to facilitate collaboration with intranursing, and interprofessional teamwork to meet the needs of the individual and family across the lifespan.

**Learning Outcomes:** Upon completion of this course, the student will have the necessary knowledge and skills to:

1. Make nursing judgments based on critical thinking principles and evidence based practice. (Critical thinking)
2. Describe how historical, political, economic, societal, and cultural influences impacted on the development of nursing as a profession. (Commitment)
3. Write an evidence based research article critique. (Critical thinking)
4. Implement collaborative and independent nursing actions within the legal and ethical framework of professional nursing. (Competency and Commitment)
5. Identify how components of contemporary health care impact on individuals and families across the life span. (Critical thinking)
6. Use computer based information systems to manage and support care to individuals and families. (Communication)
7. Identify how, ideas, values, cultures, and ethnicities differences affect an individual’s health. (Caring)
8. Apply appropriate principles of teaching/learning strategies to promote health and prevent disease in a participative and patient-centered way across the life span. (Caring)
9. Use therapeutic communication techniques in activities to promote health and prevent disease to individuals and families across the life span. (Communication)
10. Use communication skills to facilitate collaboration with intranursing, and interprofessional teamwork to meet the needs of the individual and family across the lifespan. (Competency and Communication)
11. Use resources to enhance learning and promote professional growth. (Commitment)

New 5/2013
Lecture-Lab-Credits: 2.33-2.10-3

<table>
<thead>
<tr>
<th></th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35 hours (3.5 hours/week – MWF-10 weeks)</td>
<td>30 hours (3 hours/week – 10 weeks)</td>
</tr>
</tbody>
</table>

Course Description

The five critical elements of the WCCC nursing program: caring, competency, communication, critical thinking, and commitment serve as the framework of the course. This course provides the basic knowledge needed to assess the health status of individuals from infancy through old age, including physical, developmental, psychological, cultural and spiritual dimensions. The laboratory experience, focused on the adult individual provides students the opportunities for skill acquisition in history taking, assessment skills and documentation of findings.

Prerequisites: BIO 171, CPT 150
Corequisites: BIO 172, NSG 112, NSG 116

Course Objectives: The course provides the student with the opportunity to:

1. Review normal anatomical structures and functions of each major body system and identify changes across the lifespan. (Caring)
2. Review developmental tasks for each major age group. (Critical thinking)
3. Describe communication and interviewing skills for history-taking that are age appropriate and culturally appropriate. (Communication)
4. Describe assessment techniques that are age related for each body system. (Caring, Commitment)
5. Describe normal assessment findings for each major body system. (Caring)
6. State the purpose of each body system assessment. (Caring)
7. Demonstrate specific assessment techniques for each of the following body systems:
   (Competency)
   a. Health history
   b. Mental status/psychosocial
   c. Integumentary
   d. HEENT
   e. Respiratory system
   f. Breast and axillae
   g. Cardiovascular system, peripheral vascular system, and lymphatic system
   h. Gastrointestinal system/abdomen
   i. Musculoskeletal system
   j. Neurologic system
   k. Urinary system
   l. Female reproductive system
   m. Male reproductive system

45
8. Obtain a complete health history by asking relevant and pertinent questions that explore each of the following dimensions of health:  (Competency, Communication)
   a. Physical
   b. Psychosocial
   c. Cultural
   d. Spiritual

9. Perform a physical examination in a systemic, logical sequence without omitting key areas. (Competency)

10. Document assessment findings accurately using correct medical terminology. (Communication)

11. Identify assessment findings that are variations of, or deviations from, normal for an adult individual.  (Critical thinking)

12. Identify assessment findings that are variations of, or deviations from, normal based on the age of the individual.  (Critical thinking)

**Learning Outcomes:** Upon completion of this course, the student will have the necessary knowledge and skills to:

1. Incorporates knowledge of physical, developmental, psychological, cultural and spiritual dimensions in the assessment of individuals from infancy to old age to recognize variations of, and deviations from, normal.
2. Perform specific body system assessments in the lab setting through history-taking and physical examinations, using proper assessment techniques and documentation of findings.
3. Perform a complete history and comprehensive physical examination on an adult individual as a critical skill.

New: 5/2013
NSG 116 – FOUNDATIONS OF NURSING CARE

Lecture-Lab-Credits: 3-12-7

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>45 hours in 10 weeks (4.5 hrs/week)</td>
<td></td>
</tr>
<tr>
<td>Dosage Cal Lab</td>
<td>10 hours in 10 weeks (1 hr./week)</td>
<td></td>
</tr>
<tr>
<td>Thinking Lab</td>
<td>30 hours in 10 weeks (3 hrs./week)</td>
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</tr>
<tr>
<td>Skills/Clinical Lab</td>
<td>140 hours in 10 weeks (14 hours/week)</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

This course presents the basic concepts and practices skills that are fundamental to providing nursing care across the life-span for individuals with basic human needs. An integration of principles from the biological, physical and behavioral sciences with nursing theory, prepares the student to use the nursing process to promote, maintain and restore health. The teaching of related practice skills takes place in the campus laboratory. The application of the basic concepts and practice skills occurs in various health care settings.

**Prerequisites:** NSG 112, BIO 171, CPT 150  
**Corequisites:** BIO 172, NSG 114

**COURSE OBJECTIVES:** This course provides the student with the opportunity to:

1. Identify caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences to provide rationale for nursing actions to meet the basic human needs of individuals and their families in controlled health settings.
2. Obtain selected skills needed to collect data and to intervene according to an established plan of care to meet the basic human needs of individuals in controlled health settings under the supervision of the registered professional nurse.
3. Obtain the skills necessary to competently perform basic nursing techniques when providing care for individuals with basic human needs.
4. Develop basic communication skills when interacting with others.
5. Identify the value of caring behaviors in meeting basic human needs of individuals and their families.
6. Recognize problem solving as an element of critical thinking necessary to meet basic human needs of individuals and their families.
7. Develop an awareness of the ethical and legal implications inherent in the nurse’s role.
8. Recognize the value of learning and self-evaluation in personal and professional development.

**Learning Outcomes:** Upon completion of this course, the student will:

1. Apply caring constructs to deliver quality and safe professional nursing care based on knowledge and evidence from nursing, physical, biological, and behavioral sciences to meet the basic human needs of individuals and their families in controlled health settings.
2. Promote health through patient and family centered teaching and health education.
3. Use caring constructs when providing patient and family centered care that is based on respect for diversity.
4. Perform basic nursing techniques safely, skillfully, effectively, and efficiently when providing care for individuals with basic human needs and alterations in those needs.
5. Apply basic therapeutic communication skills with individuals when providing professional nursing care.
6. Apply effective communication skills to promote teamwork, multidisciplinary collaboration and shared decision making.
7. Use the nursing process to assess, diagnose, plan, implement, and evaluate care to meet mutually identified needs of individuals and their families.
8. Apply critical thinking to decision making and safe clinical judgments.
9. Use information technologies effectively by accessing and managing information to enhance provision, adaptation, and management of care of the individual and their family.
10. Describe the collaborative, dependent and independent nursing actions within the legal and ethical framework of professional nursing practice.
11. Demonstrate commitment to active learning to enhance self-development, professional identity and growth in the profession of nursing.
NSG 124 - MEDICAL-SURGICAL NURSING CARE OF THE ADULT

Lecture-Lab-Credits: 4.5-13.5-9

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<tr>
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<tr>
<td>Clinical Lab</td>
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<tr>
<td>Preplanning</td>
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COURSE DESCRIPTION: This course emphasizes the role of the nurse as provider and manager of care for adults, with common health problems who have alterations in physiologic, safety, esteem, and self-actualization human needs. In addition, an emphasis is placed on health promotion, risk reduction, disease prevention and treatment to prevent health problems from occurring or reoccurring. Mental health concepts and management principles are introduced in this course to provide a basis for care of adult patients in the acute care setting. The opportunity to develop and practice selected skills is provided in the campus laboratory and in the acute care clinical setting.

Prerequisites: BIO 171, BIO 172, CPT 150, NSG 112, NSG 114, NSG 116
Corequisites: ALH 120, PSY 160

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Incorporate caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences to provide rationale for nursing actions to meet the basic human needs of individuals and their families in the acute care setting.
2. Identify common mental health needs encountered in the acute care setting.
3. Develop skills in selected strategies and techniques to promote health in individuals with alterations in psychosocial and physiological needs across the life span.
4. Develop communication skills to facilitate care of individuals with alterations in psychosocial needs and in elderly individuals with cognitive dysfunctional disorders.
5. Use selected leadership and management theories, concepts, principles and research findings.
6. Develop skills in selected components of the nursing process in order to meet the basic human needs of individuals with alterations physiologic and psychological needs.
7. Examine legal standards and ethical guidelines of nursing practice in the acute care setting.

Learning Outcomes: Upon completion of this course, the student will have the necessary knowledge and skills to:

1. Deliver quality and safe professional nursing care based on knowledge and evidence from nursing, physical, biological, and behavioral sciences while assuming the role of the nurse in the acute care setting.
2. Promote health through patient and family centered teaching and health education to individuals and their families in the acute care setting.
3. Use caring constructs to provide patient and family centered care that is based on respect for diversity in the acute care setting.
4. Implement technical aspects of care safely, skillfully, effectively, and efficiently in the acute care setting.
5. Manage the care for a group of patients using evidence based management concepts and skills in the acute care setting.
6. Use therapeutic communication skills to assist individuals and families to cope with alterations in psychosocial and physiological needs; and to facilitate communication in the elderly with cognitive dysfunction when providing professional nursing care in the acute care setting.
7. Use effective communication skills to promote teamwork, multidisciplinary collaboration and shared decision making in the acute care setting.
8. Use the nursing process to assess, diagnose, plan, implement, and evaluate care to meet mutually identified needs of individuals and their families in the acute care setting.
9. Apply critical thinking to decision making and safe clinical judgments for individuals and their families with alterations in psychosocial and physiological needs in the acute care setting.
10. Use information technologies effectively by accessing and managing information to enhance provision, adaptation, and management of care in the acute care setting.
11. Implement collaborative, dependent and independent nursing actions within the legal and ethical framework of professional nursing practice in the acute care setting.
NSG 225 - NURSING CARE OF THE CHILDBEARING FAMILY, INFANT, AND CHILD

Lecture-Lab-Credits 3-3-4
Lecture 9 hours/week (45 hours total/5 weeks)
Campus Lab 1.8 hours/week (9 hours total/5 weeks)
Clinical Lab 12 hours /week x 2.5 weeks and 10 hours x 1 week (40 hours total/5weeks)

COURSE DESCRIPTION: The five critical elements of the WCCC nursing program: caring, competency, communication, critical thinking, and commitment serve as the framework for this course. This course introduces the student to the role of the professional nurse as provider of care when working with childbearing individuals, the newborn, infant, child and family. Emphasis is placed on identifying alteration in basic human needs and applying the nursing process to the promotion, restoration, or maintenance of health throughout the phases of the childbearing process. Common health problems of newborns and of women in each phase of childbearing are explored. Health promotion, disease prevention, and care of the infant and child with common health problems are studied. Opportunities for practice of related skills are provided in campus laboratory and a variety of clinical and community settings to provide the student with opportunities to apply concepts.

Prerequisites: All Level I ADN nursing and support courses Corequisites: Level II ADN nursing and support courses in assigned sequence semester.

COURSE OUTCOMES:
1. Analyze caring constructs of nursing theory and nursing research findings in the provision of care to individuals and families throughout the phases of the childbearing process and to promote, restore, or maintain health as a provider of care to childbearing women, the newborn, the child and family.
2. Formulate individualized nursing care plans for mothers, the newborn, the child and the family experiencing alterations in basic human needs to meet collaborative and shared patient centered outcomes in a variety of settings.
3. Formulate individualized plan of care for the infant, child, and family to facilitate health promotion and disease prevention in acute and community health settings.
4. Develop technical skills required to meet the basic human needs of mothers, newborns, infants, children and families.
5. Develop therapeutic communication skills when providing care to individuals and families throughout the phases of the childbearing process and with children and their families.
6. Develop knowledge and skills to promote health and to prevent disease in the childbearing family, newborn and child.
7. Develop communication skills to facilitate collaboration with multidisciplinary team members in a variety of settings to meet the needs of the childbearing woman, newborn, child and family.
8. Develop critical thinking ability to make sound clinical judgments in relation to the nursing care of childbearing individuals, newborns, children and their families.
9. Analyze legal and ethical implications, economic, societal, and cultural influences on the nursing care of the childbearing family, the newborn, infant and child.
**Learning Outcomes:** Upon completion of this course, the student will have the necessary knowledge and skills to:

1. Apply caring constructs and research findings when providing care for individuals and families in throughout the phases of the childbearing process and with the infant, child and family. (Caring)
2. Use the five steps of the nursing process to meet identified needs of the childbearing families, the infant and child in clinical and community settings. (Critical thinking)
3. Formulate individualized nursing care plans for childbearing women and the newborn; infants, children and their families who are experiencing alterations in basic human needs in clinical and community settings. (Critical thinking)
4. Formulate individualized plan of care for childbearing women and the newborn, infant, child and family to facilitate health promotion and disease prevention in acute and community health settings. (Critical thinking)
5. Perform selected technical skills with competence to meet the basic human needs of newborns and women throughout the phases of the childbearing process, with the infant, child and family. (Competency)
6. Communicate therapeutically while providing care to childbearing individuals and families, the infant and child. (Communication)
7. Incorporate principles of teaching/learning to meeting the learning needs of childbearing families’ infants and children and their families. (Caring; Communication)
8. Communicate effectively with multidisciplinary team members in a variety of settings. (Communication)
9. Utilize caring behaviors and critical thinking to make sound clinical decisions when providing care to childbearing families and the infant, child and family. (Caring; Critical thinking)
10. Implement collaborative and independent nursing actions within the legal and ethical framework of professional practice when caring for the childbearing woman, newborn, infant, child and family. (Commitment)
11. Incorporate knowledge of the economic, societal, and cultural factors affecting the childbearing family, infant, and child into the practice of nursing of these individuals. (Commitment)
NSG 240 - PSYCHIATRIC/MENTAL HEALTH NURSING CARE

Lecture-Lab-Credit: 1.5-1.5-3

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COURSE DESCRIPTION: This course emphasizes the utilization of the nursing process in the care of patients with alterations in their psychosocial needs. Focus is on the nurse as provider of care with emphasis on the development of caring communications and teaching/learning concepts in assisting individuals in meeting their basic needs. Campus laboratory is utilized as a forum to practice developing skills. Clinical laboratory experiences in area mental health settings provide the student with opportunities to apply knowledge and caring in the therapeutic nurse patient relationship.

Prerequisites: All Level I ADN nursing and support courses Corequisites: Level II ADN nursing and support courses in assigned sequence semester.

Course Objectives: This course provides the student with the opportunity to:

1. Analyze caring constructs from nursing theory and research findings as well as knowledge from the physical, biological, and behavioral sciences related to the care of the mentally ill.
2. Develop knowledge of specific mental illnesses as a basis for understanding the use of the five steps of the nursing process to meet the psychosocial needs of the mentally ill.
3. Integrate caring concepts into the therapeutic nurse/patient relationship to enable individuals with mental illness to meet their basic human needs.
4. Analyze the use of therapeutic communication skills in interactions with individuals and families in the mental health care environment.
5. Develop teaching plans for individuals experiencing mental illness and their families.
6. Develop effective communication skills to facilitate collaboration with multidisciplinary team members in the mental health care environment.
7. Develop the critical thinking skills necessary to assist individuals to incorporate new coping behaviors to meet their basic human needs.
8. Identify ethical guidelines and legal standards to care for and to protect individuals within the mental health care system.
9. Analyze political, economic, societal, and cultural influences on the care of the mentally ill.
10. Explore resources to promote self-development and professional growth in the mental health setting.

Learning Outcomes: Upon completion of this course, the student will:

1. Apply caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences in the practice of psychiatric/mental health nursing.
2. Utilize the five steps of the nursing process in the care of mentally ill individuals with alterations in basic human needs.
3. Perform selected technical skills with competence to meet the basic human needs of mentally ill individuals.
4. Use appropriate therapeutic communication skills with the mentally ill and their families.
5. Incorporate principles of teaching/learning to meet the learning needs of the mentally ill and their families.
6. Use effective communication skills when interacting with multidisciplinary team members.
7. Apply critical thinking skills to assist mentally ill individuals to incorporate new coping skills.
8. Use caring behaviors when providing care for mentally ill individuals and their families.
9. Implement collaborative and independent nursing actions within the ethical and legal framework of nursing practice in a variety of mental health settings.
10. Administer nursing care within the profession’s ethical guidelines and legal framework in the mental health setting.
11. Incorporate knowledge of political, economic, societal, and cultural factors into the practice of nursing with the mentally ill.
12. Utilize opportunities to meet learning needs in the mental health setting.

Revised 5/2013
NSG 255 - ADVANCED MEDICAL SURGICAL CARE OF THE AGING ADULT WITH MULTIPLE CHRONIC HEALTH PROBLEMS

Lecture-Lab-Credits: 1.5-4.5-3

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<td>Lecture</td>
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<td>Campus Lab</td>
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<tr>
<td>Clinical Lab</td>
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**COURSE DESCRIPTION:** This course emphasizes the role of the nurse in providing and managing complex care for the individual with alterations in basic human physiological needs of activity, rest, safety and security. The course focus is on the aging adult with common multiple chronic health problems. Campus laboratory provides the opportunity to develop and practice skills in providing nursing care for this vulnerable population. Clinical laboratory experiences are provided in a variety of settings including acute care, long-term care and community.

**Prerequisites:** All Level I ADN nursing and support courses  
**Corequisites:** Level II ADN nursing and support courses in assigned sequence semester.

**COURSE OBJECTIVES:** Upon completion of this course, the student will be able to:
1. Integrate caring behaviors from nursing theory and evidence based practice as well as knowledge from the physiological, biological and behavioral sciences in providing care for the aging adult with multiple chronic health problems.
2. Formulate a plan of care using the nursing process for patients with multiple common chronic health problems.
3. Develop selected technical skills needed to competently provide care for aging adult patients with multiple chronic health problems.
4. Develop effective therapeutic communication skills necessary to provide care to aging adult patients with multiple chronic health problems.
5. Develop effective communication techniques to enhance collaboration among multi-disciplinary healthcare teams in order to provide nursing care to patients with common chronic health problems or of an aging population.
6. Integrate ethical and legal guidelines and standards for providing care of aging adult patients with multiple chronic health problems.
7. Develop skills in applying the nursing process to meet the basic human needs of aging adult patients with a multiple chronic health problems with alterations of physiological, activity, safety and security.
8. Develop knowledge and skills in adapting nursing care to meet basic human needs in a culturally sensitive manner for aging adult patients with multiple chronic health problems and their families.
9. Demonstrate commitment to develop individual professional opportunities to enhance the ability to provide nursing care to meet the basic physiological, activity, safety and security, human needs of the aging adult patient with multiple chronic health problems.
Learning Outcomes: Upon completion of this course students will:

1. Apply caring behaviors and knowledge gained from nursing, biological, and behavioral sciences in providing nursing care to aging patients with multiple chronic health problems.
2. Utilizing the five steps of the nursing process implement a plan of care to meet the basic human needs of the aging adult with multiple chronic health problems and their families.
3. Competently perform selected technical skills needed to provide nursing care to meet basic human needs of an aging adult individual with multiple chronic health problems.
4. Communicate therapeutically with an aging adult individual with multiple chronic health problems and their families to meet basic human needs.
5. Communicate effectively with multidisciplinary healthcare team members in a variety of setting to provide care to the aging adult with multiple health problems and their families.
6. Provide nursing care in an ethical and legal framework to meet the basic human needs of the aging ill adult with multiple health problems.
7. Provide nursing care in a culturally sensitive manner using knowledge from economical, societal and cultural influences when providing care to meet the basic human needs of the aging adult and their families.
8. Provide effective teaching to aging individuals and their families to promote health maintenance and meet basic human needs in individuals with multiple chronic health problems.
9. Utilize learning opportunities to enhance knowledge needed in providing care to chronically ill aging adult with multiple health problems and their families.
NSG 260 - ADVANCED MEDICAL SURGICAL CARE OF THE CHRONICALLY ILL

Lecture-Lab-Credits: 1.5-4.5-3

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<tr>
<td>Lecture</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
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<tr>
<td>Campus Lab</td>
<td>1.5 hours/week (7.5 hours total/5 weeks)</td>
</tr>
<tr>
<td>Clinical Lab</td>
<td>12.0 hours/week (60 hours total/5 weeks)</td>
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COURSE DESCRIPTION: This course emphasizes the utilization of the Nursing process in the care of adults with alterations in basic human needs. This course focuses on common health problems related to immunity, hypersensitivities, blood disorders, genetics, and cancer using evidence based research and practices. Campus laboratory will provide the opportunity to practice psychomotor and critical thinking skills related to patient care and symptom management. The opportunity to develop and practice selected skills is provided in the acute care and home health/hospice clinical settings.

Prerequisites: All Level I ADN nursing and support courses Corequisites: Level II ADN nursing and support courses in assigned sequence semester.

Course Objectives: This course provides the student with the opportunity to:

1. Analyze caring constructs of nursing theory and nursing research findings as well as knowledge from the physical, biological, and behavioral sciences when providing care for chronically ill individuals and their families.
2. Formulate a plan of care using the five steps of the nursing process to meet mutually identified basic human needs of chronically ill individuals and their families.
3. Develop selected technical skills required to provide care to the chronically ill.
4. Analyze the use of therapeutic communication skills with chronically ill individuals and their families.
5. Develop knowledge and skills to promote health and rehabilitation for chronically ill individuals and their families.
6. Develop effective communication skills to facilitate collaboration with multidisciplinary team members to meet the basic human needs of chronically ill individuals and their families.
7. Integrate caring behaviors when caring for chronically ill individuals and their families.
8. Develop critical thinking ability to make clinical decisions and judgments related to the care of chronically ill individuals and their families.
9. Analyze ethical guidelines and legal standards for professional nursing care of the chronically ill.
10. Analyze political, economic, societal, and cultural factors that influence the care of the chronically ill.
11. Utilize learning opportunities in a variety of settings to promote professional growth and development.
**Learning Outcomes:** Upon completion of this course, the student will:

1. Deliver quality and safe professional nursing care based on knowledge and evidence from nursing, physical, biological and behavioral sciences while assuming the role of the associate degree nurse when providing care to chronically ill individuals and their families.
2. Promote health through patient and family centered teaching and health education to individuals and their families experiencing chronic illness.
3. Use caring constructs to provide patient and family centered care that is based on respect for diversity when providing care for the chronically ill and their families.
4. Implement technical aspects of care safely, skillfully, effectively, and efficiently to meet the basic human needs of chronically ill individuals and their families in the critical care setting.
5. Manage the care of chronically ill patients and their families using evidenced based management concepts and skills.
6. Use therapeutic communication skills with chronically ill individuals when providing professional nursing care.
7. Use effective communication skills to promote teamwork, multidisciplinary collaboration and shared decision making in settings where care is provided to the chronically ill.
8. Use the nursing process to assess, plan, implement, and evaluate care to meet mutually identified needs of individuals and their families experiencing chronic illness.
9. Apply critical thinking skills to decision making and safe clinical judgments when providing care for the chronically ill and their families.
10. Use information technologies effectively by accessing and managing information to enhance provision, adaptation, and management of care in the practice of nursing for the care of the chronically ill.
11. Implement collaborative, dependent, and independent nursing actions within the legal and ethical framework of professional nursing practice when care is provided to the chronically ill.
12. Demonstrate commitment to active learning to enhance self-development, professional identity and growth as a nurse.

Revised 5/2013
COURSE DESCRIPTION: This course emphasizes the utilization of the nursing process in the care of individuals with alterations in basic human needs by focusing on the acutely ill adult with complex common health problems. Campus laboratory provides the student with the opportunity to develop an understanding of basic critical care assessment and interventional techniques; and to practice basic critical care skills such as rhythm analysis, cardiac monitoring, electrical interventions, hemodynamic monitoring, mechanical ventilation, airway maintenance, and blood gas analysis. Clinical laboratory experience in area acute care facilities allows the student to apply critical care concepts and skills in critical care and emergency department settings.

Prerequisites: All Level I ADN nursing and support courses Co requisites: Level II ADN nursing and support courses in assigned sequence semester.

Course Objectives: This course provides the student with the opportunity to:
1. Analyze caring constructs from nursing theory and research findings as well as knowledge from the physical, biological, behavioral sciences when providing care for acutely ill individuals and their families.
2. Develop knowledge and skills to promote health, health education, and rehabilitation in the critically ill adults.
3. Integrate caring behaviors when providing care for critically ill adults and their families.
4. Develop the selected technical skills required to provide care to the critically ill adult.
5. Analyze the use of therapeutic communication skills for individuals and their families who are coping with life-threatening experiences.
6. Develop effective communication skills to effectively collaborate with multidisciplinary team members to meet the basic human needs of the critically ill.
7. Formulate a plan of care using the five steps of the nursing process to meet mutually identified basic human needs of adults with life threatening common health problems in the critical care setting.
8. Develop critical thinking ability to make clinical decisions and judgments when caring for critically ill adults and their families.
9. Analyze political, economic, societal, and cultural factors that influence the care of the critically ill.
10. Adhere to standards of care which underlie safe, competent and ethical practice in the critical care setting.
11. Explore learning opportunities in the critical care setting to promote professional growth and development toward assuming the roles of provider of care, manager of care, and member within the discipline of professional nursing.
Learning Outcomes: Upon completion of this course, the student will:
1. Deliver quality and safe professional nursing care based on knowledge and evidence from nursing, physical, biological and behavioral sciences while assuming the role of the associate degree nurse in the critical care setting.
2. Promote health through patient and family centered teaching and health education to individuals and their families in the critical care setting.
3. Use caring constructs to provide patient and family centered care that is based on respect for diversity in the critical care setting.
4. Implement technical aspects of care safely, skillfully, effectively, and efficiently in the critical care setting.
5. Manage the care for patients in the critical care setting using evidenced based management concepts and skills.
6. Use therapeutic communication skills with individuals when providing professional nursing care in the critical care setting.
7. Use effective communication skills to promote teamwork, multidisciplinary collaboration, and shared decision making in the critical care setting.
8. Use the nursing process to assess, plan, implement, and evaluate care to meet mutually identified needs of individuals and their families in the critical care setting.
9. Apply critical thinking skills to decision making and safe clinical judgments when providing care for individuals in the critical care setting.
10. Use information technologies effectively by accessing and managing information to enhance provision, adaptation, and management of care in the critical care setting.
11. Implement collaborative, dependent, and independent nursing actions within the legal and ethical framework of professional nursing practice in the critical care setting.
12. Demonstrate commitment to active learning to enhance self-development, professional identity, and growth as a nurse.

Revised 2/7/13, 5/1/98
NSG 280, MANAGER OF NURSING CARE

Lecture-Lab-Credits: 1-10.5-4
Lecture 3 hours/week (15 hours total/5 weeks)
Campus Lab 2 hours/week (10 hours total/5 weeks)
Clinical Lab 25 hours/week (125 hours total/5 weeks)

COURSE DESCRIPTION: This capstone course focuses on the role of the professional nurse as a manager of care. It emphasizes management and leadership principles and skills necessary to become competent in directing and providing care for a group of patients and their families in the acute care setting. Clinical laboratory experiences offer the student to apply critical thinking, management, and leadership principles and skills while caring for multiple patients. It provides the student with the opportunity to transition from academia to the work place in the role of a novice professional nurse.

Prerequisites: Level I ADN nursing and support courses, Level II ADN courses. Corequisites: All Level II ADN nursing and support courses in assigned sequence semester.

Course Objectives: This course provides the student with the opportunity to:
1. Analyze selected theories, concepts, principles and research findings of leadership and management.
2. Apply competencies developed in previous nursing courses as a provider of care to the management of care for a group of individuals in a variety of settings.
3. Develop skill in selected management and leadership techniques, strategies, and tactics.
4. Integrate caring behaviors into the management role of the professional nurse.
5. Analyze the formal and informal communication processes within complex care organizations.
6. Integrate critical thinking into the process of management of care.
7. Analyze the relationship of ethical guidelines and legal parameters of practice to the role as manager of care.
8. Analyze political, economic, societal and cultural influences on the management of care.
9. Identify resources to enhance growth and development in the manager of care role.

Learning Outcomes: Upon completion of this course, the student will:
1. Deliver quality and safe professional nursing care based on knowledge and evidence from nursing, physical, biological, and behavioral sciences.
2. Promote health through patient and family centered teaching and health education.
3. Use caring constructs to provide patient and family centered care that is based on respect for diversity.
4. Implement technical aspects of care safely, skillfully, effectively, and efficiently.
5. Manage the care for a group of patients in a variety of settings using evidence based management concepts and skills.
6. Use therapeutic communication skills with individuals when providing professional nursing care.
7. Use effective communication skills to promote teamwork, multidisciplinary collaboration and shared decision making.
8. Use the nursing process to assess, diagnose, plan, implement, and evaluate care to meet mutually identified needs of individuals and their families.
9. Apply critical thinking to decision making and safe clinical judgments.
10. Use information technologies effectively by accessing and managing information to enhance provision, adaptation, and management of care.

11. Implement collaborative, dependent and independent nursing actions within the legal and ethical framework of professional nursing practice.

12. Demonstrate commitment to active learning to enhance self-development, professional identity and growth as a nurse.

Revised: 2/10/13, 6/16/08, 7/02/07, 5/01/98
### PROGRAM REQUIREMENTS (ADN PROGRAM CREDITS - 72)

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<td>NSG 112 Intro to Professional Nsg. &amp; Health Care Across Lifespan 3</td>
<td>BIO 172 Anatomy &amp; Physiology II 4</td>
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<td>CPT 150 Microcomputer Concepts 3</td>
<td>NSG 114 Health and Physical Assessment 3</td>
<td>BIO 265 Microbiology 4</td>
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<td>ENG 161 College Writing 3</td>
<td>NSG 116 Foundations of Nsg. Care 7</td>
<td>ALH 120 Pharmacology 3</td>
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<td>ENG 164 Advanced Composition 3</td>
<td>NSG 124 Med-Surg Nsg Care of Adult 9</td>
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<td>PSY 160 General Psychology 3</td>
<td>NSG 225 Nsg. Care/Childbearing Family/Infant, &amp; Child 4</td>
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<td>NSG 255 Adv. M/S Aging Adult Chronic 3</td>
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### RECOMMENDED SEQUENCE OF STUDIES FOR DAY & Greene EV/Weekend PROGRAM

All course work must be completed prior to or during co-requisite semester with a “C” or better.

#### LEVEL I

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<td>BIO 172 4</td>
<td>NSG 124 9</td>
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<td>NSG 114 3</td>
<td>PSY 160 3</td>
<td>NSG 240 3</td>
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<tr>
<td></td>
<td>NSG 116 7</td>
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<td>NSG 250 3</td>
<td>ENG 164 3</td>
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<td>BIO 265 4</td>
<td>Mathematics 3</td>
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<tr>
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<td></td>
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<td></td>
<td>Elective 16</td>
</tr>
</tbody>
</table>

#### LEVEL II

| | | | |
| | | | |
| | | | |
PROGRAM OF STUDIES FOR EVENING/WEEKEND PROGRAM

*Students would need to complete BIO 171, BIO 172, PSY 160, ENG 161 prior to testing for the EV/Weekend Program. BIO 265 completed during spring or summer of first year.

All course work must be completed prior to or during co-requisite semester with a “C” or better.

Program pre-requisites Prior to testing into Evening/Weekend Program with a GPA of 2.5 and “C” or better for each course

<table>
<thead>
<tr>
<th>LEVEL I</th>
<th>LEVEL II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>NSG 112</td>
<td>NSG 124</td>
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<td>3</td>
<td>9</td>
</tr>
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<td>NSG 114</td>
<td>ALH 120</td>
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<td>NSG 116</td>
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<tr>
<td>Summer Semester</td>
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<td>*BIO 265</td>
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<td>Fall Semester</td>
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<td>NSG 164</td>
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<td>NSG 250</td>
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<td></td>
<td>Associate Degree in Nursing – Total 72 credits</td>
</tr>
<tr>
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<td>13</td>
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</tbody>
</table>
SECTION III

PROGRAM GUIDELINES
ABILITIES REQUIRED IN NURSING COURSES GUIDELINES

Purpose: To ensure that 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 programs 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 (e.g. IVs)
   • Reach below waist (e.g. 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 (e.g. use a computer)
   • Pinch/pick or otherwise work with fingers (e.g. syringe)
   • Twist (e.g. turn knobs with hands)
   • Squeeze with finger (e.g. eye dropper)

3. Physical Endurance To:
   • Stand (e.g. at client side during procedure)
   • Sustain repetitive movements (e.g. CPR)
   • Maintain physical tolerance (e.g. work entire shift)

4. Physical Strength To:
   • Push and pull 25 pounds (e.g. position clients)
   • Support 25 pounds of weight (e.g. 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 (e.g. CPR, restrain a client)
     • Squeeze with hands (e.g. 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 (e.g. BP)
• Hear in situations not able to see lips (e.g. 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 (e.g. skin turgor)
• Feel differences in sizes, shapes (e.g. 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 (e.g. flow sheets)
• Read digital displays
• Read graphic printouts (e.g. I&O)
• Calibrate equipment
• Convert numbers to/from metric
• Read graphs (vital sign sheets)
• Tell time
• Measure time (duration)
• Count rates (pulse rate)
• Use measuring tools (thermometer)
• Read measurement marks (scales)
• Add, subtract, multiply, divides
• 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 (e.g. crisis)
• Focus attention on task
• Monitor own emotions
• Perform multiple responsibilities concurrently
• Handle strong emotions

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 County Community College (WCCC) nursing programs 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 Director of the nursing programs 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 Director of the nursing programs will notify the student of any action that must be taken in regard to this request.

Dates Reviewed 2/7/89, 12/8/87, 9/2/86, 5/1/84, 5/7/08, 9/23/10
Next Date to Review Fall 2013 (every 3 years)
Responsibility Guideline/By-laws Committee
Admission to the Nursing Program is selective and enrollment is limited by the clinical placement necessary to complete the Nursing course requirements. **All applicants must meet specific criteria before being admitted to any of the Program options.**

The program is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, and Phone: 1-800-669-1656 ext 153. The NLNAC is responsible for the specialized accreditation of nursing education programs: Associate Degree. The NLNAC is nationally recognized as a specialized accrediting agency for both post-secondary and higher degree programs in nursing education.

**ADMISSION CRITERIA FOR THE ASSOCIATE DEGREE NURSING PROGRAM**

**GUIDELINES**

**Purpose:** Admission to the nursing program is a selective process because enrollment is limited by the clinical placement necessary to complete the nursing course requirements. Therefore, all applicants applying for admission must meet the criteria.

**Guidelines:** Applicants to the associate degree nursing program must submit the appropriate forms to the admissions office.

A. Application Process:
- Complete and submit a WCCC Application for Admissions
- Submit official transcript from all secondary schools attended, graduate equivalency degree (GED) programs, and any other formal educational programs beyond high school
- Submit all required documents to the Admissions office by the following deadlines:

<table>
<thead>
<tr>
<th>ADN Program</th>
<th>Day Programs: Evening/Weekend Greene</th>
<th>Evening/Weekend Program ADN Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>January 5th prior to fall start</td>
<td>May 15th prior to spring start</td>
</tr>
<tr>
<td>Testing Dates</td>
<td>February</td>
<td>July</td>
</tr>
<tr>
<td>Acceptance Notification</td>
<td>Mid-March</td>
<td>Mid-August</td>
</tr>
<tr>
<td>Start Nursing Classes</td>
<td>Fall Semester</td>
<td>Spring Semester</td>
</tr>
</tbody>
</table>

- Applicants must take a pre-admission examination administered by WCCC; eligible candidates will be notified of the testing dates once all required information has been submitted
A. Admissions Criteria:
- Graduate of accredited secondary school program or hold a graduate equivalency degree (GED) certificate prior to selection
- High school validating the successful completion of academic work equivalent to a standard high school program with a minimum of 16 units:
  - English (4 units)
  - Social studies (3 units)
  - Mathematics (2 units, one in algebra required)
  - Science (2 units in chemistry and biology with related laboratory)
- If high school algebra, chemistry, and biology were not successfully completed with a “C” grade or better, applicants may meet these preadmission requirements by completing Math 052, CHM 107, and BIO 107 and must attain a “C” grade or better
- Applicants must also take the computerized placement test (Accuplacer)
- Students who test into developmental courses must complete with a “C” or better
- Applicants who have completed credit courses must attain a 2.5 GPA
  - Only credit courses necessary to meet the requirements for the nursing program are considered when calculating GPA
  - If GPA is less than 2.5, one or more of these courses may be repeated to meet the requirements before testing
  - Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.
- Transfer courses are not calculated into the GPA

B. Final Admission Criteria:
- Accepted applicants are to submit proof of the following requirements, at the applicants expense:
  - Physical examination, laboratory studies, proof of immunizations, and urine drug screen. A positive urine drug screen will result in denial of admission to the nursing program.
  - CPR Basic Life Support for Health Care Providers; certification is valid for two years
  - Evidence of a nursing liability insurance policy by date specified
  - Act 33-34 Clearance: PA Criminal Record and Child Abuse Clearance; and FBI Fingerprinting through the Department of Public Welfare, at the applicants expense
  - All records must be received by the nursing program prior to the stated deadlines, or program acceptance will be withdrawn.
  - Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.

C. Criminal Conviction and or Crimes of Moral Turpitude:

The Pennsylvania State Board of Nursing reserves the right to deny a license to any candidate who has been convicted of any felonious act. Conviction includes a judgment, and admission of guilt or a plea of nolo contendere, probation without verdict, or incomplete Accelerated Rehabilitative Disposition (ARD). Further, the Board shall not issue a license to any applicant who had been:
64) known as The Controlled Substance Drug, Device and Cosmetic Act; or
2. 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;
   a. at least 10 years have elapsed from the date of the conviction;
   b. the applicant satisfactorily demonstrates to the Board, significant progress in
      personal rehabilitation since the conviction such that licensure should not create a
      substantial risk of further violations; and
   c. the applicant otherwise satisfies the qualifications contained in this act.

Additionally, charges and/or convictions with offense codes on the Prohibited
Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal
Offenses will result in withdrawal of seat in the nursing program. Any record of child
abuse results in denial of admission to the nursing program

PLEASE NOTE: Admission decisions consider three factors which contribute to the overall
admission score: GPA, Nursing Entrance Exam Score, and pattern of success in courses already
taken. Admission to the nursing program is highly competitive and there are a limited number of
seats.

Graduate/Program Outcomes – (Associate Degree Nursing)
This curriculum is designed to prepare the graduate to:

Caring
1. Deliver quality and safe professional nursing care based on knowledge and evidence from nursing,
physical, biological, and behavioral sciences.
2. Promote health through patient and family centered teaching and health education.
3. Use caring constructs to provide patient and family centered care that is based on respect for
diversity.

Competency
4. Implement technical aspects of care safely, skillfully, effectively, and efficiently.
5. Manage the care for a group of patients in a variety of settings using evidence based management
   concepts and skills.

Communication
6. Use therapeutic communication skills with individuals when providing professional nursing care.
7. Use effective communication skills to promote teamwork, multidisciplinary collaboration and
   shared decision making.

Critical Thinking
8. Use the nursing process to assess, diagnose, plan, implement, and evaluate care to meet mutually
   identified needs of individuals and their families.
9. Apply critical thinking to decision making and safe clinical judgments
10. Use information technologies effectively by accessing and managing information to enhance
    provision, adaptation, and management of care.

Commitment
11. Implement collaborative, dependent and independent nursing actions with in the legal and ethical
    framework of professional nursing practice.
12. Demonstrate commitment to active learning to enhance self-development, professional identity
    and growth as a nurse.
**PROGRAM REQUIREMENTS (ADN PROGRAM CREDITS - 72)**

<table>
<thead>
<tr>
<th>General Education</th>
<th>Major</th>
<th>Other Required Courses</th>
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</thead>
<tbody>
<tr>
<td>BIO 171 Anatomy &amp; Physiology I 4</td>
<td>NSG 112 Intro to Professional Nsg. &amp; Health Care Across Lifespan 3</td>
<td>BIO 172 Anatomy &amp; Physiology II 4</td>
</tr>
<tr>
<td>CPT 150 Microcomputer Concepts 3</td>
<td>NSG 114 Health and Physical Assessment 3</td>
<td>BIO 265 Microbiology 4</td>
</tr>
<tr>
<td>ENG 161 College Writing 3</td>
<td>NSG 116 Foundations of Nsg. Care 7</td>
<td>ALH 120 Pharmacology 3</td>
</tr>
<tr>
<td>ENG 164 Advanced Composition 3</td>
<td>NSG 124 Med-Surg Nsg Care of Adult 9</td>
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</tr>
<tr>
<td>PSY 160 General Psychology 3</td>
<td>NSG 225 Nsg. Care/Childbearing Family/ Infant, &amp; Child 4</td>
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<td>Mathematics Elective 3</td>
<td>NSG 240 Psych./Mental Hlth. Nsg. Care 3</td>
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<td>NSG 255 Adv. M/S Aging Adult Chronic 3</td>
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<td>NSG 260 Adv. Care/Chronically Ill 3</td>
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<td>NSG 270 Adv. Care/Acutely Ill 3</td>
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<td>NSG 280 Manager of Nsg. Care 4</td>
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<td>(ADN) 42</td>
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</table>

### RECOMMENDED SEQUENCE OF STUDIES FOR DAY & Greene EV/Weekend PROGRAM

All course work must be completed prior to or during co-requisite semester with a “C” or better.

#### LEVEL I

<table>
<thead>
<tr>
<th>Pre-Requisite</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<td>BIO 172 4</td>
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<td>Fall Semester</td>
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<td>CPT 150 3</td>
<td>NSG 112 3</td>
<td>ALH 120 3</td>
<td>ENG 161 3</td>
</tr>
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<td>PSY 160 3</td>
<td>NSG 225 4</td>
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<td>BIO 265 4</td>
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#### LEVEL II

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
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<td>NSG 112 3</td>
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<td>NSG 240 3</td>
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<tr>
<td></td>
<td>NSG 255 3</td>
</tr>
<tr>
<td></td>
<td>Mathematics Elective 3</td>
</tr>
</tbody>
</table>

### PROGRAM OF STUDIES FOR Part-Time EVENING/WEEKEND PROGRAM - Youngwood

*Students would need to complete BIO 171, BIO 172, PSY 160, ENG 161 and CPT 150 prior to testing for the EV/Weekend Program. BIO 265 completed during spring or summer of first year.

All course work must be completed prior to or during co-requisite semester with a “C” or better.

#### Program pre-requisites Prior to testing into Evening/Weekend Program with a GPA of 2.5 and “C” or better for each course

<table>
<thead>
<tr>
<th>*BIO 171 4</th>
<th>*BIO 172 4</th>
<th>*PSY 160 3</th>
<th>*ENG 161 3</th>
<th>*CPT 150 3</th>
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</thead>
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#### LEVEL I

<table>
<thead>
<tr>
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<th>Spring Semester</th>
<th>Fall Semester</th>
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<td>NSG 112 3</td>
<td>NSG 124 9</td>
<td>ENG 164 3</td>
<td>BIO 265 4</td>
</tr>
<tr>
<td>NSG 114 3</td>
<td>ALH 120 3</td>
<td>NSG 225 4</td>
<td>17</td>
</tr>
<tr>
<td>NSG 116 7</td>
<td>PSY 160 3</td>
<td>NSG 240 3</td>
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<tr>
<td></td>
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<td>NSG 255 3</td>
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<td>Mathematics Elective 3</td>
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<tr>
<td></td>
<td></td>
<td>Associate Degree in Nursing –</td>
<td>Total 72 credits</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 265 4</td>
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</tbody>
</table>

72
Admission to the Practical Nursing Program is selective and enrollment is limited by the clinical placement necessary to complete the Nursing course requirements. All applicants must meet specific criteria before being admitted to any of the Program options.

ADMISSION CRITERIA FOR THE PRACTICAL NURSING PROGRAM GUIDELINES

Purpose: Admission to the nursing program is a selective process because enrollment is limited by the clinical placement necessary to complete the nursing course requirements. Therefore, all applicants applying for admission must meet the criteria.

Guidelines: Applicants to the practical nursing programs must submit the appropriate forms to the admissions office.

A. Application Process:
- Complete and submit a WCCC Application for Admissions
- Submit official transcript from all secondary schools attended, graduate equivalency degree (GED) programs, and any other formal educational programs beyond high school
- Submit all required documents to the Admissions office by the following deadlines:

<table>
<thead>
<tr>
<th>PN Program</th>
<th>Day Programs: PN students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>January 5&lt;sup&gt;th&lt;/sup&gt; prior to fall start</td>
</tr>
<tr>
<td>Testing Dates</td>
<td>February</td>
</tr>
<tr>
<td>Acceptance Notification</td>
<td>Mid-March</td>
</tr>
<tr>
<td>Start Nursing Classes</td>
<td>Fall Semester</td>
</tr>
</tbody>
</table>
- Applicants must take a pre-admission examination administered by WCCC; eligible candidates will be notified of the testing dates once all required information has been submitted

B. Admissions Criteria:
- Graduate of accredited secondary school program or hold a graduate equivalency degree (GED) certificate prior to selection
- High school validating the successful completion of academic work equivalent to a standard high school program with a minimum of 16 units:
  - English (4 units)
  - Social studies (3 units)
  - Mathematics (2 units, one in algebra required)
  - Science (2 units in chemistry and biology with related laboratory)
- If high school algebra, chemistry, and biology were not successfully completed with a “C” grade or better, applicants may meet these preadmission requirements by completing Math 052, CHM 107, and BIO 107 and must attain a “C” grade or better
Applicants must also take the Accuplacer, which is a computerized placement test.

Students who test into developmental courses must complete with a C or better.

Applicants who have completed credit courses must attain a 2.5 GPA.
- Only credit courses necessary to meet the requirements for the nursing program are considered when calculating GPA.
- If GPA is less than 2.5, one or more of these courses may be repeated to meet the requirements before testing.
- Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.
- Transfer courses are not calculated into the GPA.

B. Final Admission Criteria:
- Accepted applicants are to submit proof of the following requirements, at the applicants expense:
  - Physical examination, laboratory studies, proof of immunizations, and urine drug screen. A positive urine drug screen will result in denial of admission to the nursing program.
  - CPR Basic Life Support for Health Care Providers; certification is valid for two years.
  - Evidence of a nursing liability insurance policy by date specified.
  - Act 33-34 Clearance: PA Criminal Record and Child Abuse Clearance; and FBI Fingerprinting through the Department of Public Welfare, at the applicants expense.
  - All records must be received by the nursing program prior to the stated deadlines, or program acceptance will be withdrawn.
  - Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.

C. Criminal Conviction and or Crimes of Moral Turpitude:
The Pennsylvania State Board of Nursing reserves the right to deny a license to any candidate who has been convicted of any felonious act. Conviction includes a judgment, and admission of guilt or a plea of nolo contendere, probation without verdict, or incomplete Accelerated Rehabilitative Disposition (ARD). Further, the Board shall not issue a license to any applicant who had been:
1. 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
2. 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;
   a. at least 10 years have elapsed from the date of the conviction;
   b. the applicant satisfactorily demonstrates to the Board, significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of further violations; and
   c. the applicant otherwise satisfies the qualifications contained in this act.

Additionally, charges and/or convictions with offense codes on the Prohibited Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal Offenses will result in withdrawal of seat in the nursing program. Any record of child abuse results in denial of admission to the nursing program.
PLEASE NOTE: Admission decisions consider three factors which contribute to the overall admission score: GPA, Nursing Entrance Exam Score, and pattern of success in courses already taken. Admission to the nursing program is highly competitive and there are a limited number of seats.

Graduate/Program Outcomes – (Practical Nursing)
This curriculum is designed to prepare the graduate to:

- Apply caring constructs and knowledge from the physical, biological, and behavioral sciences into the practice of practical nursing
- Gather data and intervene as part of the nursing process according to an established plan of care to meet the basic human needs of individuals and their families
- Perform technical aspects of practical nursing practice competently
- Use basic therapeutic communication skills when providing nursing care
- Perform incidental teaching within an established plan of care
- Use effective communication skills when interacting with members of the health care team
- Use caring behaviors in contacts with individuals and their families
- Use a systematic approach to problem solving in the practice of practical nursing
- Provide care within the legal and ethical framework of licensed practical nursing practice recognizing the influence of political, economic, societal, and cultural factors
- Use learning opportunities for continued growth and development as a practical nurse
- Manage the care of a group of individuals in the extended care setting under the supervision of a registered professional nurse

PROGRAM REQUIREMENTS (PN PROGRAM CREDITS – 51 )

<table>
<thead>
<tr>
<th>General Education</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 171 Anatomy &amp; Physiology I 4</td>
<td>NSG 110 Intro to Nsg. &amp; Health Care 1</td>
</tr>
<tr>
<td>BIO 172 Anatomy &amp; Physiology II 4</td>
<td>NSG 111 Foundations of Nsg. Care 8</td>
</tr>
<tr>
<td>ENG 161 College Writing 3</td>
<td>NSG 120 Basic Care/Acute Settings 6</td>
</tr>
<tr>
<td>PSY 160 General Psychology 3</td>
<td>NSG 121 Basic Care/Selected Settings 5</td>
</tr>
<tr>
<td>PSY 161 Human Growth &amp; Dev 3</td>
<td>NSG 122 Mental Health Concepts 1</td>
</tr>
<tr>
<td>SOC 155 Principles of Sociology 3</td>
<td>NSG 130 PN Role/Extend. Care Setting* 4</td>
</tr>
</tbody>
</table>

RECOMMENDED SEQUENCE OF STUDIES FOR PN PROGRAM

All course work must be completed prior to or during co-requisite semester with a “C” or better.

<table>
<thead>
<tr>
<th>LEVEL I</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>BIO 172 4</td>
<td>NSG 130 3</td>
</tr>
<tr>
<td>BIO 171 4</td>
<td>NSG 120 6</td>
<td>NSG 131 4</td>
</tr>
<tr>
<td>ENG 161 3</td>
<td>NSG 121 5</td>
<td>NSG 132 3</td>
</tr>
<tr>
<td>NSG 110 1</td>
<td>NSG 122 1</td>
<td>SOC 155 3</td>
</tr>
<tr>
<td>NSG 111 8</td>
<td>PSY 161 3</td>
<td>PN 31</td>
</tr>
<tr>
<td>PSY 160 3</td>
<td></td>
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</tr>
</tbody>
</table>

19
Nursing, Advanced Standing to AAS for LPN

Admission to the Nursing Program is selective and enrollment is limited by the clinical placement necessary to complete the Nursing course requirements. All applicants must meet specific criteria before being admitted to any of the Program options.

The program is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, and Phone: 1-800-669-1656 ext 153. The NLNAC is responsible for the specialized accreditation of nursing education programs: Associate Degree. The NLNAC is nationally recognized as a specialized accrediting agency for both post-secondary and higher degree programs in nursing education.

ADVANCED PLACEMENT FOR LICENSED PRACTICAL NURSES (LPNs) into the ASSOCIATE DEGREE NURSING (ADN) PROGRAM GUIDELINES

Purpose: Admission to the nursing program is a selective process because enrollment is limited by the clinical placement necessary to complete the nursing course requirements. Therefore, all applicants applying for advanced placement admission must meet the criteria.

Guidelines: Graduate and licensed practical nurses may apply for advanced placement admission into the second year of the associate degree nursing program if they meet the following criteria before being fully accepted:

A. Application Criteria:
   • Must hold a current Pennsylvania Practical Nursing license
   • Must have at least one year of acute care clinical practice experience
   • LPN applicants who do not have acute care clinical practice experience within the past five years prior to application must provide documentation of successful completion of an LPN refresher course
   • LPN applicants must submit a WCCC Application for Admission Form and Allied Health Programs Application to the admissions office by:

<table>
<thead>
<tr>
<th>Level 2 (LPNs)</th>
<th>Day Program: Evening/Weekend Greene</th>
<th>Evening/Weekend Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>January 5th—prior to fall start</td>
<td>May 15th—prior to spring start</td>
</tr>
<tr>
<td>LPN Transition Course: NSG 200/NSG 114</td>
<td>Summer semester prior to fall start</td>
<td>Fall semester prior to spring start</td>
</tr>
<tr>
<td>Start Nursing Classes</td>
<td>Fall semester</td>
<td>Spring semester</td>
</tr>
</tbody>
</table>

   • Applicants must take the Nursing ACE I PN-RN Foundations of Nursing and the ACE I PN-RN Childbearing/Care of Child examinations administered by WCCC; eligible applicants will be notified of the testing date and fee

B. Criteria for Advanced Placement for LPNs:
   • Graduate of accredited secondary school program or hold a graduate equivalency degree (GED) certificate
   • High school validating the successful completion of academic work equivalent to a standard high school program with a minimum of 16 units:
     • English (4 units)
     • Social studies (3 units)
     • Mathematics (2 units, one in algebra required)
     • Science (2 units in chemistry and biology with related laboratory)
     • A “C” grade or better must be attained in high school algebra, chemistry, and biology;
if a “C” grade or better is not attained, applicants may meet these preadmission requirements by completing Math 052, CHM 107, and BIO 107 and must attain a “C” grade or better

- Applicants who have completed credit courses must attain a 2.5 GPA
- Only credit courses necessary to meet the requirements for the nursing program are considered when calculating GPA
- If GPA is less than 2.5, one or more of these courses may be repeated to meet the requirements before testing
- Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.
  - Transfer courses are not calculated into GPA
- LPNs must also take the Accuplacer, which is a computerized placement test, and complete any required developmental courses
  - Students who test into developmental courses must complete all courses with a “C” grade or above

C. Pre-testing Criteria and Required Documents:

- Proof of completion of required courses or enrollment in equivalent courses via high school and or college transcripts. It is the students’ responsibility to provide transcripts to admissions office
- WCCC transcript must include the following courses and GPA must be at least 2.5 and a “C” or better in the following courses:
  - BIO 171, Anatomy and Physiology I
  - BIO 172, Anatomy and Physiology II
  - PSY 160, General Psychology
  - ENG 161, College Writing
  - ALH 120, Pharmacology
  - CPT 150 Microcomputer Concepts
- Only science credits completed within the past ten years will be accepted for transfer
- Additional required documents:
  - LPN program transcript
  - Copy of current LPN license
  - Evidence of successful completion of State Board approved intravenous (IV) therapy course within the past two years of application, or validation by current employer for LPNs currently practicing IV skills

AFTER NOTICE OF ACCEPTANCE THE FOLLOWING CONDITIONS MUST BE SATISFIED:

A. Final Admission Criteria:

- Accepted applicants are required to attend a mandatory group interview and information session as the final step in the admission process
- At the mandatory session, information regarding the following additional program requirements will be provided:
  - Physical examination, laboratory studies, proof of immunizations, and urine drug screen. A positive urine drug screen will result in denial of admission to the nursing program.
  - CPR Basic Life Support for Health Care Providers current certification
  - Evidence of a nursing liability insurance policy
  - All of these required documents must be submitted to the nursing program prior to the stated deadlines, or program acceptance will be withdrawn.
  - Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.
  - Students’ must complete the NSG 200 Transition to the ADN Program course and NSG 114 Health and Physical Assessment with a “C” or better to progress into the nursing courses.

B. Criminal Record Check, Child Abuse Clearance, Federal Bureau of Investigation (FBI) Check Requirements:

- Applicants must submit information regarding criminal conviction and/or crimes of moral turpitude
Act 33-34 Clearance: PA Criminal Record and Child Abuse Clearance; and FBI Fingerprinting through the Department of Public Welfare, at the applicants expense.

All records must be received by the nursing program prior to the stated deadline.

Admission is conditional pending receipt and evaluation of criminal background checks to determine if there is any conviction that may bar the applicant from admission to the nursing program.

- Any record of child abuse results in denial of admission to the nursing program.
- According to federal sentencing guideline, any punishment over one year indicate a felony.
- Any felony conviction within the past ten years results in denial of admission to the nursing program; any misdemeanor will be evaluated based on the nature of the offense, length of time since the offense, and explanatory letter/materials submitted by the applicant.

The PA State Board of Nursing reserves the right to deny a license to any candidate who has been convicted of any felonious act. Conviction includes a judgment, an admission of guilt or a plea of nolo contendere, probation without verdict, or incomplete Accelerated Rehabilitative Disposition (ARD). Further, the Board shall not issue a license to any applicant who had been:

1. 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
2. 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:
   a. at least ten years have elapsed from the date of the conviction;
   b. the applicant satisfactorily demonstrates to the Board, significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of further violations; and
   c. the applicant otherwise satisfies the qualifications contained in this act.

Additionally, charges and/or convictions with offense codes on the Prohibited Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal Offenses will result in withdrawal of seat in the nursing program. Any record of child abuse results in denial of admission to the nursing program.

PLEASE NOTE: Admission decisions consider three factors which contribute to the overall admission score: GPA, Nursing Entrance Exam Score, and pattern of success in courses already taken. Admission to the nursing program is highly competitive and there are a limited number of seats.

Graduate/Program Outcomes – (Associate Degree Nursing)

This curriculum is designed to prepare the graduate to:

Caring
1. Deliver quality and safe professional nursing care based on knowledge and evidence from nursing, physical, biological, and behavioral sciences.
2. Promote health and prevent disease through patient and family centered teaching and health education.
3. Use caring constructs to provide patient and family centered care that is based on respect for diversity.

Competency
4. Implement technical aspects of care safely, skillfully, effectively, and efficiently.
5. Manage the care for a group of patients in a variety of settings using evidence based management concepts and skills.

Communication
6. Use therapeutic communication skills with individuals when providing professional nursing care.
7. Utilize effective communication skills to promote teamwork, multidisciplinary collaboration and shared decision making.

Critical Thinking
8. Use the nursing process to assess, diagnose, plan, implement, and evaluate care to meet mutually identified needs of individuals and their families.
9. Apply critical thinking to decision making and safe clinical judgments.
10. Use information technologies effectively by accessing and managing information to enhance provision, adaptation, and management of care.

Commitment
11. Implement collaborative, dependent and independent nursing actions with in the legal and ethical framework of professional nursing practice.
   - 12. Demonstrate commitment to active learning to enhance self-development, professional identity and growth as a nurse.
**PROGRAM REQUIREMENTS For Advanced Standing LPNs**

<table>
<thead>
<tr>
<th>General Education</th>
<th>Credit for LPN Coursework</th>
<th>Major – Level II Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 171 Anatomy &amp; Physiology I</td>
<td>NSG 112 Intro to Professional Nsg. &amp; Health Care Across Lifespan CR</td>
<td>NSG 114 Health and Physical Assessment 3</td>
</tr>
<tr>
<td>BIO 172 Anatomy &amp; Physiology II</td>
<td>NSG 116 Foundations of Nsg. Care CR</td>
<td>NSG 225 Nsg. Care/Childbearing Fam./Infant, &amp; Child 4</td>
</tr>
<tr>
<td>CPT 150 Microcomputer Concepts</td>
<td></td>
<td>NSG 240 Psych./Mental Hlth. Nsg. Care 3</td>
</tr>
<tr>
<td>ENG 161 College Writing</td>
<td></td>
<td>NSG 260 Adv. Care/Chronically Ill 3</td>
</tr>
<tr>
<td>ENG 164 Advanced Composition</td>
<td></td>
<td>NSG 270 Adv. Care/Acutely Ill 3</td>
</tr>
<tr>
<td>PSY 160 General Psychology</td>
<td></td>
<td>NSG 280 Manager of Nsg. Care 4</td>
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<tr>
<td>ALH 120 Pharmacology</td>
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<tr>
<td>Mathematics Elective</td>
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</tbody>
</table>

*NSG 200 Transition to the ADN Program and NSG 114 Health and Physical Assessment will be scheduled after final acceptance into the nursing program is completed.

**RECOMMENDED SEQUENCE OF STUDIES FOR ADVANCED STANDING LPNs**

*All course work must be completed prior to or during co-requisite semester with a “C” or better.*

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
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<tbody>
<tr>
<td>BIO 265</td>
<td>ENG 164</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
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<tr>
<td>NSG 225</td>
<td>NSG 260</td>
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<td>4</td>
<td>3</td>
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<tr>
<td>NSG 255</td>
<td>NSG 270</td>
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<td>NSG 240</td>
<td>NSG 280</td>
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<td>4</td>
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<td>14</td>
<td>Mathematics Elective</td>
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</tbody>
</table>

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Purpose: All nursing students must have certification in cardiopulmonary resuscitation to meet the requirements of safe patient care in the facilities to which 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) 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 and management of foreign body airway obstruction; the integration of an AED(automated electric defibrillator) into adult and pediatric CPR and using barrier devices and the bag valve mask.
- Students are responsible for submitting evidence of certification to the Nursing Division office one month prior to starting the nursing courses.
- Certification must be valid throughout the program.

Dates Revised: 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: 5/7/08, 4/7/11
Next Date to Review: Spring 2014 (every 3 years)
Responsibility: Guideline/By-laws Committee
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 incomplete ARD.

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 such that licensure should not create a substantial risk of further violations; and the applicant otherwise satisfies the qualifications contained in this act.

Dates Revised 6/4/07, 4/29/93
Dates Reviewed 11/19/98, 5/7/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/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 Serology, two-step PPD (done within three months prior to program), and immunizations. If the PPD is or has been positive, further validation of absence of active disease is required by chest x-ray. A SAM-13 Panel Urine Drug Screen is also required.
   • 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 submitted to the Nursing Office by the date indicated during the initial Program Orientation meeting. If forms are not returned by date specified, the course registration will 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, and should not transport 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 the clinical experience.

C. Campus Laboratory: Injury or Illness:
• Follow the Westmoreland County Community College procedure for dealing with illness or injury as found in the Emergency Response Manual

D. Pregnancy:
• A student who is pregnant while enrolled in any clinical nursing course is to provide the Dean 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 student abilities policy

Dates Revised 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 2/7/89, 9/2/86, 8/20/81, 4/7/11
Next date to Review Spring 2014 (every 3 years)
Responsibility Guideline/by-laws Committee
*URINE DRUG SCREEN GUIDELINES – Ordered thorough Certified Background*

**Purpose:** Nursing students care for individuals in a variety of health care facilities. Preliminary (prior to enrollment) Requirements have been established to validate the satisfactory health status of students entering Westmoreland County Community College nursing programs.

**Guideline:** A * urine drug screen must be obtained as part of the preliminary health requirements of the nursing program. A random urine drug screen may be required for cause at any time during the student’s enrollment.

**A. Reporting:**
- Collect the urine specimen no earlier than ten days and no later than seven days before the first day of the first semester of the nursing courses.
- The *urine drug screen must be dated within ten days of the first day of the semester.
- The report of the *urine drug screen results are posted to the student’s account in Certified Background.

**B. Failure**
- Failure to meet the due date for the submission of the *urine drug screen report will result in cancellation of all Nursing classes.
- A positive *urine drug screen requires further documentation from the student’s attending physician indicating:
  a) prescriptive use;
  b) clearance for safe clinical practice
- A positive urine drug screen will be cause for withdrawal for the nursing program.

**C. Medical Reviewer at Certified Background will evaluate and make final decision to deny screen status.**
*The urine drug screen is identified as the SAM-13 Urine Drug Screen and includes testing for the following substances:

- amphetamines
- barbiturates
- benzodiazepines
- cocaine metabolites
- marijuana metabolites (THC)
- MDMA - ecstasy
- methadone
- methamphetamine
- methaqualone – Quaaludes
- opiates/morphine
- oxycodone
- phencyclidine
- propoxyphene

Dates Revised                  12/21/10, 10/16/08, 6/03/07
Dates Reviewed               11/06/06, 5/7/08, 4/7/11
Next Date to Review        Spring 2014 (every 3 years)
Responsibility                   Guideline/By-laws Committee
PROGRESSION AND GRADUATION GUIDELINES

Purpose: Students must fulfill defined criteria to progress and/or graduate from both the practical and the associate degree nursing programs.

Guideline: Progression in both nursing programs is contingent upon satisfactory academic performance.

A. Progression in Practical and Associate Degree Nursing Programs
   • Achievement of a grade of “C” or better in all required and non-required nursing courses
   • Removal of “I” grades within the time frame specified by the faculty for each course

B. Progression to Level II, NSG 280
   • Achievement of a “C” grade or better in all required nursing courses prior to enrollment in NSG 280
   • Removal of “I” grades within the time frame specified by the faculty for each course

C. Graduation from Practical Nursing (PN) Program
   • Completion of the required 51 credits identified in the PN Program of Studies
   • A “C” grade or better in all required and non-nursing courses
   • A QPA of 2.5 in the courses required for graduation from the PN program

D. Graduation from Associate Degree Nursing (ADN) Program
   • Completion of the required 72 credits identified in the ADN Program of Studies
   • A “C” grade or better in all required and non-nursing courses
   • A QPA of 2.5 in the courses required for graduation from the ADN program

Dates Revised 8/22/07, 8/29/06, 5/2/02, 5/3/01, 1/18/00, 12/14/99
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
Purpose: Students who fail or withdraw from a required nursing course in either the practical nursing or the associate degree nursing programs will be readmitted only once to either program. Withdrawal from or failure of a clinical nursing course in a WCCC nursing program will result in being withdrawn from that nursing program.

Guideline: Students must apply for readmission within one academic year after withdrawal and only one nursing course in either program may be repeated.

A. Criteria for Withdrawal from a Nursing Program
   • Failure of a clinical nursing course
   • Student or faculty initiated withdrawal from a nursing course
   • Students are permitted to complete non-clinical courses (NSG 114) in which they are currently enrolled prior to program withdraw.
   • Withdrawal or failure of BIO 171, Bio 172, BIO 265 during the semester in which it is required.

B. A legitimate medical leave of absence verified by a primary medical care provider is not considered a withdrawal. A request for medical leave from the nursing program must be completed by the student. Return to the program must be within one academic year and evaluated by the Student Standing Committee before readmission.

C. Use the WCCC Progression
   • Withdrawal or failure of NSG 112, NSG 114, NSG 116, or NSG 124 results in non-progression in either program until successful completion of the course

D. Criteria for Readmission
   • QPA of at least 2.5 in all courses required for graduation from the program
   • Space available basis only
   • Readmission within one academic year of program withdrawal
   • Upon readmission to the program, the student must first complete the nursing course from which they withdrew or failed before they progress to other nursing courses.

E. Priority Consideration for Readmission
   • Students who have not failed a course required for graduation are considered before those who have failed a course required for graduation

F. Criteria For Admission as an LPN
   • For admission to the program as an LPN, including those who have not completed WCCC’s ADN program due to failure or withdrawal, refer to the Advanced Placement for LPN’s Policy in the Nursing Student Handbook and the WCCC school catalog.
   • Students who had failed or withdrawn from the ADN program who are now an LPN with one year experience and are applying for admission with advanced standing must complete all second level nursing courses.
G. Health requirements

- Satisfactory results of a medical examination obtained at student’s expense are required
- Preadmission examination will be required if time period has exceeded one year since the last physical examination
- If readmission occurs within one year of withdrawal, the Subsequent Health Requirements must be met
- All completed forms must be submitted by the date specified
- If required forms are not returned by the date specified, the student will not be permitted to attend class or clinical and the course registration will be cancelled

Dates Revised 11/20/08, 6/4/07, 5/2/05, 5/2/03, 5/2/02, 2/23/01, 7/11/00, 2/21/13
Dates Reviewed 5/07/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
I am requesting re-admission to the nursing program for the

☐ Fall  ☐ Spring semester  ____________  ☐ Days  ☐ E/W  

☐ Youngwood  ☐ Greene  ☐ Indiana

I need to enroll in NSG ____________ . I am aware that I must re-enter in the course not passed and the same sequence on Level II.

☐ I do not plan to return

_________________________________________  ____________________________
Signature  Date

*Please attach a copy of your current transcript (available at Student Services)
I am requesting a medical leave from the nursing program for the:

Semester:  □ Fall  □ Spring  □ Days  □ E/W  

□ Youngwood  □ Greene  □ 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 MyWCCC)
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

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 a ethical and legal standard of conduct.

Guideline: Students are expected to exhibit standards of conduct which are acceptable to the total community.

A. While enrolled in the Westmoreland County Community College nursing program it is expected that students will:
   - Not incur a felonious conviction. The nature of the conviction may have a direct effect on licensure.
   - 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 “Student Right and Responsibilities” as outlined in the current College Catalog and Student Handbook.
   - Display conduct on and off campus in a manner consistent with the standards of the academic and professional community.
   - Provide care within the legal and ethical framework of nursing practice as identified in nursing program outcomes and in the learning and clinical outcomes for each course.
   - Exhibit conduct in the clinical setting as described under the clinical outcomes and conduct for commitment in each course.

B. Incidents that violate standards of student conduct or patterns of misconduct throughout the program may result in a faculty initiated withdrawal from a course and/or 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 6/25/07, 5/2/02, 7/19/94
Dates Reviewed 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
Purpose: Individuals seeking to transfer into the Westmoreland County Community College (WCCC) nursing programs from other nursing programs must meet all of the criteria as specified in the WCCC Catalog and Student Handbook for admission and graduation requirements.

Guidelines: Transfer requests into the WCCC nursing programs 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 given to:
      • Successful completion of comparable Nursing courses in another degree or non-degree Nursing program
      • Successful completion of non-Nursing courses required in the WCCC Program of Studies
   2. Credit for non-nursing courses required in the nursing program of studies may also be obtained through credit by examination (Refer to the WCCC Catalog and Student Handbook for the credit by examination procedure). Credit by examination is not permitted for nursing courses.

B. Graduation:
   • To be eligible for graduation, students transferring into the practical nursing program must earn at least 15 credits of diploma requirements at WCCC under faculty instruction and evaluation. Ten of these 15 credits must be nursing credits to be determined at the time of transfer consideration.
   • To be eligible for graduation, students transferring into the Associate Degree nursing program must earn at least 30 credits of degree requirements at WCCC under faculty instruction and evaluation. Eighteen of these 30 credits must be nursing credits to be determined at the time of transfer consideration.
C. Transfer:
   1. Those seeking transfer consideration should contact the Director of the nursing program to arrange an interview to discuss eligibility for transfer consideration. The applicant should bring to the interview the following:
      - High school transcript
      - Nursing program transcript indicating nursing courses completed and cumulative grade point average
      - Course descriptions/course outlines for all nursing courses
      - A skills checklist (if available) to indicate skills achieved
   2. The Director will forward the applicants request for transfer consideration to The Student Standing Committee
   3. A recommendation by the Student Standing Committee will be made to the entire faculty regarding the student’s eligibility for transfer.
   4. The entire faculty will make the decision regarding acceptance of the applicant’s request for transfer.

Dates Revised 7/10/07, 4/30/02, 4/9/02, 9/12/00, 9/7/00
Dates Reviewed 5/7/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
SECTION IV

COURSE GUIDELINES
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

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. Practical Nursing Program Required Hours:
   Students enrolled in the practical nursing program are required to meet the 1500-hour State Board regulation (support courses, lecture, campus laboratory, and clinical hours) whether or not they intend to sit for the practical nurse licensure exam.

B. 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. Therefore, attendance is mandatory and absenteeism could result in failing the course.

C. Clinical:
   • Clinical attendance is evaluated under the critical element, “Commitment” learning outcome.
   • 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. Therefore, a student who is not in attendance cannot be evaluated; excessive absences may result in dismissal from the course.
   • A student is not permitted to leave the clinical site during scheduled clinical hours without approval from the faculty member.

D. 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.

E. Withdrawal
   • Excessive clinical absences could result in a college-initiated withdrawal from the course.
   • If a student is notified by the College that such a withdrawal has been processed, the student may appeal to the nursing program’s “Student Standing Committee,” in writing.

Dates Revised 7/11/07, 5/3/01, 9/18/95, 4/29/93, 12/7/92, 6/16/92, 5/14/92
Dates Reviewed 5/7/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
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 in relation to the WCCC uniform, lab jacket, and scrubs, hair, jewelry, cosmetics, and chewing gum. 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.

A. Uniform:
- White hose or plain white socks are to be worn with the uniform
- Designated name pins and appropriate identification badges are to be worn at all times
- White regulation nursing shoes are to be worn with a closed toe and heel. No sandals, clogs, patent leather or canvas shoes are permitted
- Shoes and laces must be clean and in good condition
- White lab jacket may be worn with the uniform
- On clinical units requiring attire other than the WCCC uniform, the dress code will be defined by clinical facility or faculty

B. WCCC White Lab Jacket:
- WCCC lab jacket and street clothes may be worn for designated clinical laboratory sessions
- Business-like clothing is to be with the WCCC lab jacket
- No shorts, blue jeans or sweat outfits are permitted under WCCC lab jackets
- Lab jacket, WCCC student identification, and appropriate facility identification must be worn in the clinical area during the preplanning experience
- Lab jacket must be clean and well pressed

C. Scrubs:
- When unit specific facility scrub clothes are required on a clinical unit, they will be provided by the clinical facility; WCCC student uniform must be worn to the clinical facility
- Students requiring extra large sizes must contact the clinical instructor before the clinical experience to ensure the availability of the scrub attire

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 conventional hair colors are permitted
E. Jewelry:
  • Students 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 INCLUDING TONGUE AND/OR "OTHER BODY PIERCINGS"

F. Cosmetics:
  • Cosmetics may be used in moderation
  • Perfume, perfumed hair spray, cologne, or aftershave may not be used because they may be offensive to patients
  • Nail polish and artificial nails are not permitted
  • Fingernails must not extend beyond the length of the finger tip and must be kept clean

H. Chewing Gum:
  • Gum chewing is not permitted in the clinical facility

Dates Reviewed 6/4/07, 12/8/87, 9/2/86, 5/7/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
COURSE EVALUATION GUIDELINES

Purpose: The student must achieve a passing grade in theory and clinical laboratory and demonstrate satisfactory performance of critical skills to pass the course.

Guideline: For all nursing courses, a student must achieve a theory grade of “C” or better to pass the course. Course evaluation may include theory, campus laboratory and clinical laboratory components.

A. Theory Grade
- The minimum passing grade in theory is “C” (77%).
- 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 clinical grade of “Satisfactory “(S) in order to pass clinical nursing courses.
- A clinical grade of “Unsatisfactory” (U) results in the assignment of a final grade in the nursing course of “D” (see Clinical Evaluation Guidelines).

C. Critical Skills
- Critical Skills are those skills which must be performed satisfactorily (S) by the student in order to pass the course and to progress in the Nursing Program.
- Critical testing is scheduled and conducted by the faculty.
- Criteria for competency testing and a standard protocol performance checklist are used to evaluate each critical skill.
- Every student will have a Critical Skills Inventory for each Nursing course
- If a student receives an “Unsatisfactory” (U) for any skill, a maximum of two retests is permitted in order to achieve a “Satisfactory” (S) performance.
- The student should conference with a faculty member prior to the third skills testing.

1. Satisfactory (S) is given when the student:
   - Performs all critical elements of a skill correctly and in the appropriate order.
   - Answers questions correctly about the skill.
   - Corrects errors made without prompting.
   - Performs correctly and in sequence with some prompting.

2. Unsatisfactory (U) is given when the student:
   - Omits the critical element(s) of a 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 skill test.
   - Requires prompting at every step.
D. Written Assignments

- Submitting course assignments as scheduled is required in all courses.
- Submitting assignments late demonstrates a lack of commitment to learning and will negatively affect the course grade.
- Clinical written assignments submitted late will be documented as an unsatisfactory behavior related to commitment on the anecdotal portion of the clinical evaluation form and may result in failure of the course.
- Faculty may offer the student the option of re-submitting the assignment on a specified date. The assignment will be re-evaluated and noted on the anecdotal portion of the clinical evaluation form.
- Theory and campus laboratory assignments not submitted on the specified date may negatively affect the grade or result in an incomplete “I” grade for the course.
- The specific penalty for each late assignment will be identified in each course syllabus.
Purpose: Students must achieve a final grade of “Satisfactory” (S) to pass the course. All learning outcomes must be met to receive a final clinical grade of “satisfactory.” A clinical grade of “Unsatisfactory” (U) results in a final grade of “D” in the nursing course.

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:

- **Anecdotal Log of Learning Experience Form** - documents student clinical performance on a weekly basis. It is used by faculty to support the final clinical grade in the course, and by the student to aid in self-evaluation.
  - The anecdotal log is part of clinical evaluation packet for both Level I and Level II clinical courses
  - Completed by each student and submitted weekly as specified by the faculty member
  - The “Student Log of Experience” second column is used by the student to document behaviors that demonstrate attainment of learning outcomes for the course. Student should use the “Critical Element Grid/Clinical Outcome Form” in the WCCC Nursing Programs Student Handbook as a guide in identifying those behaviors
  - Faculty may write an anecdotal note related to any aspect of clinical performance in the “Instructor Anecdotal Comments” third column on this form. However, a description of unsatisfactory performance must be documented and a remedial plan must be implemented according to the “Remedial Plan Guidelines.”

- **Clinical Evaluation Form** - documents student clinical performance in each course according to the curriculum five critical elements (caring, competency, communication, critical thinking, and commitment)
  - The anecdotal log is part of clinical evaluation packet for both Level I and Level II clinical courses
  - Faculty documents strengths, areas for improvement, and additional faculty comments when indicated, signs and dates the form
  - If more than one instructor has been involved in the evaluation of the student performance, the form may prepared by more than one faculty member
  - Completed by faculty at the end of the course and discussed with student at the final student clinical evaluation; in NSG 111 (15 week course) only, this is done at both mid-term and at the end of the course
  - Faculty assigns a final grade of either “S” or “U” based upon the definitions of satisfactory and unsatisfactory for clinical evaluation (see “Course Student Grading Requirements Guidelines,” clinical grade)
  - Student review completed form, make comments in the space provided if desired, signs and dates the form; student signature indicates that student has read the comments and received the final grade
• **Commendation Form** for outstanding clinical performance by a student (students may also be recognized for non-clinical performance)

• **Critical Element Grid/Clinical Outcomes Form** (see grids for caring, competency, communication, critical thinking, and commitment in “WCCC Nursing Programs 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 Programs

• **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

• **Student Clinical Self-Evaluation Form** – student assessment of own strengths and areas for improvement in clinical performance
  • Student should review completed “Anecdotal Student Log of Experiences” and faculty anecdotal comments to assist in completing
  • Completed at the end of each course and at midterm in 15 week courses
  • Submitted to faculty on specified date
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 of *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 attached sample “Remedial Plan”):
   - Specific description of the 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 “Anecdotal Log of Learning Experiences”
   - 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 “Anecdotal Log of Learning Experiences”
   - Progress is discussed with the student at least weekly
   - If plan is updated by subsequent faculty members, updated plan will be signed by both the faculty and student

Dates Revised 6/4/07, 5/2/05, 5/3/01, 12/19/96, 4/30/92
Dates Reviewed 10/10/89, 3/1/88, 9/2/86, 5/7/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

REMEDIAL PLAN FORMAT AND EXAMPLE

Course: ________________________________

Name: ________________________________ Date __________________

Learning Outcome:

- Conduct # 7: Notifies clinical instructor if late or ill for clinical - did not report off properly 11/15/05. Called instructor's phone mail at 1135 when clinical started at 0800
- Conduct # 8: Submits written assignments punctually - deficient 10/29/07, 11/8/07, 11/18/07
- Conduct # 9: Is reliable and follows through with responsibilities - see above

Data: See “Anecdotal Log of Learning Experiences” or additional documentation

Plan: Include the plan to remediate the behaviors identified

- Must report to clinical on time and report off using appropriate manner outlined by WCCC 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 handouts, assignments, and materials available when instructed
- If ________ (student’s name) does not meet this plan by ________ (date) he/she will fail this course clinically

Student Comments:

Student Signature: ___________________________ Date __________________

Instructor Signature: _________________________ Date __________________

Dates Reviewed 6/7/07
Dates Revised 6/28/08
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 WCCC “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 documented the plan.
  - Document any other pertinent information on the incident report form.
  - Forward the original incident report form to the Director of the Nursing Programs 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 “Anecdotal 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 Programs 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.

Dates Revised: 5/16/08, 9/20/07, 6/4/07, 2/10/02, 5/6/99, 9/11/98, 8/20/86

Dates Reviewed: 4/30/92, 10/10/89, 3/3/88, 2/4/86, 6/21/84, 4/7/11

Next Date to Review: Spring 2014 (every 3 years)

Responsibility: Guideline/By-Laws Committee
**INCIDENT REPORT FORM**

Date of Incident ____________         Facility/Unit______________________________

Student________________________________Faculty__________________________

Actual Error_____   Potential Error______   Facility incident report filed? ______

**MEDICATION ERROR:**

<table>
<thead>
<tr>
<th>Error</th>
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<tbody>
<tr>
<td>Wrong medication</td>
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<tr>
<td>Wrong patient</td>
<td></td>
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<tr>
<td>Wrong dose</td>
<td></td>
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<tr>
<td>Wrong time</td>
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<tr>
<td>Wrong route</td>
<td></td>
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<tr>
<td>Documentation not accurate</td>
<td></td>
</tr>
<tr>
<td>Inadequate assessment prior to giving medication</td>
<td></td>
</tr>
<tr>
<td>Medication omitted</td>
<td></td>
</tr>
</tbody>
</table>

**OTHER TYPE OF INCIDENT:**

INSTRUCTOR’S DESCRIPTION OF THE 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 Reviewed 4/30/92, 10/10/89, 3/3/88, 2/4/86, 6/21/84, 5/07/08, 4/7/11

Next Date to Review Spring 2014 (every 3 years)

Responsibility Guideline/By-laws Committee
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:

A. Level I Students MAY, under the direct supervision of the faculty:
   - Students enrolled in NSG 111:
     - Observe IV therapy administration
     - Change the gown of a patient with an IV
   - Students enrolled in NSG 120, 121, 130, 131, and 132:
     - 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

B. Level I Students (in any course) May NOT:
   - Administer IV push medications
   - Administer chemotherapeutic agents
   - Administer blood or blood products requiring type and/or cross matching
   - Administer IV narcotics and other medications requiring specialized training
   - Perform central line site care or dressing changes
   - Change caps or tubing that opens a central line to air
   - Administer total parenteral nutrition (TPN) via central or peripheral lines
   - Access or de-access an implantable port
   - Titrate medications that require specific physician parameters, institutional protocol, and/or patient assessment data
   - Perform venipuncture

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
   - De-access an implantable port
   - Titrate medications using specific physician parameters, institutional protocol, and patient assessment data
D. Level II Students (in any course) May NOT:

- Administer chemotherapeutic drugs
- Administer blood and blood products requiring type and/or cross matching
- Access an implantable port
- Administer epidural medications
- Perform venipuncture
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

COMMISSIONERS HALL LOCKERS

Effective Fall 2009 Commissioners Hall lockers #153-178 will be set aside as “temporary use” lockers to be utilized by the nursing students attending campus lab. No books, bag etc. are permitted in the lab; therefore the students may use these lockers to securely store their belongings during class. The lockers will have small laminated signs stating their use on each door. The students will be permitted to utilize their own locks. Locks and belongings must be removed at the end of lab. Any student wishing to have a locker for extended use may follow the locker rental guidelines.

Dates Initiated 9/17/09
Dates Reviewed
Next Date to Review Fall 2012 (every 3 years)
Responsibility Guidelines/By-laws Committee