



**2019-2020 Academic Year
NURSING STUDENT HANDBOOK**

Central Wyoming College

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PREFACE

The Nursing Student Handbook is reviewed and updated annually to provide information specific to the nursing curriculum, program policies and procedures, and student rights and responsibilities. The handbook is a companion to the current college catalog and CWC student handbook.

Students are expected to be knowledgeable of current policy as stated in the handbook. Changes in policies, procedures, or regulations are communicated via the online classroom to students who, in turn, are responsible for incorporating them into their handbook.

Take time to familiarize yourself with the handbook as it provides an extremely useful and continuing orientation to the program. If you have a question that is not adequately answered by the handbook, consult with your faculty advisor or the nursing program director.

Students entering the program at any level will fall under the academic regulations and policies of the current year handbook.

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DISCLAIMER: The purpose of the Central Wyoming College Nursing Student Handbook is to provide students, faculty, and applicants to the program with consistent, current information. While every effort has been made to ensure the accuracy of information presented, the college reserves the right to make changes as circumstances arise. The contents of the handbook do not, in whole or in part, constitute a contractual obligation on the part of Central Wyoming College, its employees or agents. The information provided herein is solely for the convenience of the reader and the college expressly disclaims any liability that may be otherwise incurred.

NURSING PROGRAM PURPOSE

The purpose of the Central Wyoming College Associate Degree Nursing Program is to assist students in realizing their individual potential in the acquisition of knowledge, decision-making skills, and attitudes necessary to enter into practice as competent and compassionate providers of care. The program encourages students to assume responsibility for self-development and lifelong learning, critical thinking, communication skills, technological literacy, commitment to the discipline of nursing, and the highest standards of nursing practice. The program further assists students in the utilization of the nursing process to guide nursing care of individuals, families, groups, and communities. Students are prepared to function as providers of care, managers of care, and collaborative members within the discipline of nursing.

NURSING PROGRAM MISSION AND VISION

The Central Wyoming College Nursing Program recognizes the value, worth, and uniqueness of students preparing to practice in rural Wyoming, and accepts the challenge of providing a pathway for educational and career mobility. In order to best facilitate that pathway, the CWC nursing faculty have taken an active role in the creation of a statewide nursing curriculum: Revolutionizing Nursing Education in Wyoming. The goal of the program is to develop professional lifelong learners through a scientific and holistic approach in a learner-centered environment.

ReNEW Mission: To enhance the quality of nursing and health care in Wyoming by revolutionizing nursing education.

ReNEW Vision: Shared, concept-based, statewide curriculum where students can earn an associate degree in nursing starting at any of the Wyoming community colleges while continuing seamlessly to the bachelor's degree (or higher) at the University of Wyoming. The courses and clinical experiences needed to complete the BSN degree through UW are available through distance delivery.

NURSING PROGRAM PHILOSOPHY

The nursing faculty subscribes to the mission, vision, values, and goals of ReNEW in its entirety. We believe in the intrinsic value and worth of every person. We believe that health is a state of homeostasis influenced by forces affecting the person. Nursing is a practice-oriented discipline that uses evidenced-based knowledge derived from the biological, physical, and behavioral sciences to provide safe and humanistic care to individuals, families, groups, and communities. The art and science of nursing is the nucleus of the interdisciplinary healthcare system. We believe the goal of nursing is to use the nursing process and clinical judgment to promote and maintain health, prevent disease and disability, care for and rehabilitate the sick, and support the dying. Nursing education must have a strong clinical focus and allow opportunities to apply the theoretical component of nursing.

Learning is a dynamic lifelong process, occurring in the cognitive, psychomotor, and affective domains. Learning is the joint responsibility of the educator and the learner with each assuming responsibility for learning and continued self-development. The role of the educator is to facilitate learning and leadership by providing an environment wherein students have the opportunity to establish goals, examine various means of attaining them, and evaluate the course of action selected. Practitioners of nursing have a responsibility for professionalism and the mentoring of others. The nurse is a role model for individuals, families, groups, and communities in terms of practicing appropriate health behaviors.

CURRICULUM FRAMEWORK AND PROGRAM OUTCOMES

The Central Wyoming College Associate Degree Nursing Program is guided by the National League for Nursing Outcomes and Competencies for Graduates of Associate Degree Programs. Competencies are those elements essential to the work of entry-level registered nurses and inherent in the roles of associate degree nursing practice.

Competencies that serve as a framework for curriculum development include

Human Flourishing

Advocating for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

Nursing Judgment

Making judgments in nursing practice substantiated with evidence that integrates nursing science in the provision of safe, quality care and promotes the health of patients within the context of families and communities.

Professional Identity

Implementing one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, and quality care for diverse patients within the context of families and communities.

Spirit of Inquiry

Examining the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Six core curricular concepts form the organizing framework. These six concepts are threaded through each course and are defined as

1. **Safety:** Minimizes the risk of harm to patients and providers through system effectiveness and individual performance.
2. **Clinical Judgment:** The educated conclusion at which a nurse arrives guided by the nursing process and evidence of best practice.
3. **Leadership:** A heightened self-awareness to empower others toward attainment of a specific objective through the practice of nursing excellence. Leadership is exemplified through interprofessional collaboration in the management of care in a diverse and complex healthcare system.
4. **Patient Centeredness:** An orientation to care that incorporates and reflects the uniqueness of an individual's background, personal preferences, culture, values, traditions, and family. A patient centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports respectful, efficient, safe, and well-coordinated transition through all levels of care.
5. **Professionalism:** The consistent demonstration of core values evidenced by nurses working with others to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, professional engagement, lifelong learning, and accountability.
6. **Health Promotion:** The provision of education to patients to encourage healthy behaviors and choices, prevent disease, protect from preventable illness and disastrous emergencies, all of which make a positive contribution to immediate and long-term health status.

Six end-of-program student learning outcomes are organized according to the core curricular concepts:

Core Curricular Concept	End-of-Program Student Learning Outcome
<i>Upon successful completion of the program, the graduate nurse will be able to</i>	
Safety	Provide safe nursing care within the healthcare system.
Clinical Judgment	Incorporate prior knowledge, current research, and clinical experience in decision-making.
Leadership	Demonstrate leadership skills as part of an interprofessional team to promote desired outcomes.
Patient Centeredness	Use effective communication and advocacy to provide individualized care.
Professionalism	Practice within the core values, principles, and standards of the nursing profession.
Health Promotion	Utilize the nursing process and a broad knowledge base to maximize health.

Each nursing course is framed by course student learning outcomes, which increase in complexity as the student progresses from one semester to the next. The student utilizes the nursing process when building on knowledge gained from general education and support courses as nursing concepts are mastered. Student learning outcomes are organized according to Bloom’s Taxonomy and the three domains of learning: cognitive, affective, and psychomotor.

DEGREE REQUIREMENTS

The CWC nursing program is a 66-credit program of study leading to an associate degree in nursing. Students complete 30 general education and support course credits, and 36 professional nursing course credits.

General education and support courses:

BIOL	1010	General Biology (4 cr)
ENGL	1010	English Composition I (3 cr)
ENGL	1020	English Composition II* (3 cr)
MATH	1400	College Algebra (4 credits)
POLS	1000	American & WY Government (3 cr)
PSYC	1000	General Psychology (4 cr)
ZOO	2015	Human Anatomy (4 cr)
ZOO	2025	Human Physiology (4 cr)
UNST	1005	Student Success** (1 cr)

* BADM 1020 or ENGL 2010 may be substituted for ENGL 1020

** Students who transfer in a minimum of 12 credits with at least a 2.0 GPA are exempt.

Courses with the NURS designator are taken in sequence after the student is admitted to the nursing program:

NURS 1000	Professional Nursing Care in Health Promotion (8 credits)
NURS 1100	Pharmacology in Health Promotion (1 credit)
NURS 1200	Professional Nursing Care of the Patient with Chronic Illness (8 credits)
NURS 1210	Pharmacology in Chronic Illness (1 credit)
NURS 2300	Professional Nursing Care of the Patient with Acute Illness (8 credits)
NURS 2310	Pharmacology in Acute Illness (1 credit)
NURS 2400	Professional Nursing Care of the Patient with Complex Illness (8 credits)
NURS 2410	Pharmacology in Complex Illness (1 credit)

NURSING PROGRAM PREREQUISITES

Prerequisite courses must be successfully completed prior to entering the program. Students enrolled in prerequisite courses in the spring semester during the admission screening process may be conditionally admitted and must demonstrate successful completion prior to May 31 for fall start.

Prerequisite courses may be taken at CWC or any regionally accredited college or university and include

- a. English I
- b. General Biology
- c. College Algebra
- d. Human Anatomy

NURSING PROGRAM ADMISSION REQUIREMENTS

1. Applicants must meet the general admission requirements of Central Wyoming College. The online application must be completed. Admission to the college does not automatically infer admission to the nursing program.
2. Students seeking admission to the program must submit the Nursing Admission Application on or before March 1 for fall admission in the same year.
3. Prerequisite course requirements must be completed by the end of the spring semester in order to be considered for fall admission in the same year.
4. Students accepted to the program must have a minimum college grade point average of 2.75. GPA is calculated using only courses required for the Associate Degree in Nursing at CWC.
5. All courses required for the degree must be completed with a grade of C or higher.
6. Students who wish to transfer college-level credit from other schools must arrange for official transcripts to be sent directly to the records office at CWC prior to the March 1 nursing application deadline.
7. Students applying for admission to the program must complete the TEAS assessment prior to the March 1 application deadline. A minimum adjusted individual total score of 58.7% is required.

TEST OF ESSENTIAL ACADEMIC SKILLS

The TEAS is a product of Assessment Technologies Institute and is a multiple-choice standardized assessment of basic knowledge in reading, mathematics, science, and English, and language usage. The outcomes assessed on the exam are those that nurse educators deem most appropriate and relevant to measure entry-level skills and abilities of nursing program applicants. Studies show a consistent link between a student's performance on the TEAS and future academic success. There are 170 multiple-choice questions and the time limit is 3 hours and 29 minutes.

SCORING REQUIREMENTS

The TEAS is required for admission to the program. The assessment must be taken prior to the March 1 application deadline and a total score of 58.7% or higher must be achieved. The TEAS may be repeated once (total of two attempts) during the academic year to improve your score. Only passing scores achieved within 24 months of the March 1 application deadline are considered.

WHERE TO TAKE THE TEAS

The TEAS is administered at the testing center located in the library at CWC or at the college outreach office located in the Center for the Arts in Jackson. Please call the CWC testing center for exact dates and times. For additional testing locations, visit www.atitesting.com. You may also contact ATI Customer Service to locate an ATI-affiliated school for TEAS testing closer to where you live.

- ATI Customer Service: 800-667-7531
- CWC Testing Center: 307-855-2298, 2660 Peck Avenue, Riverton, WY
- Center for the Arts: 307-733-7425, 240 South Glenwood, Suite 124, Jackson, WY

CREATING AN ACCOUNT

All individuals preparing to take the TEAS must create an ATI account in advance at www.atitesting.com. Click Create an Account and follow the screen prompts. You must bring your ATI login information and a proper photo ID the day of testing. Do not bring personal items or electronics of any kind to the testing center. The cost of the test is payable by major credit card the day of the test. The testing center administrator will provide the test code or assessment ID. Upon completion of the online version of the TEAS, your test is scored immediately and you will be able to view your score report at that time.

SUBMITTING YOUR TEAS TRANSCRIPT

A transcript of your TEAS results is automatically viewable by the school where you took the TEAS exam. You may have your TEAS transcripts sent to more than one school by accessing the online store at www.atitesting.com. TEAS results sent to additional schools will be assessed a fee per each results report. If you are taking the TEAS at a location other than CWC or the Center for the Arts in Jackson, you must arrange for scores to be electronically sent to CWC by ATI prior to the March 1 application deadline. Hard copies of results are not accepted.

PREPARING TO TAKE THE TEAS

A TEAS study manual and online practice assessments are available for purchase at www.atitesting.com. Study guides may be available for checkout in the CWC library and the Center for the Arts in Jackson.

NURSING PROGRAM SELECTION PROCESS

Acceptance to the program is competitive and enrollment is controlled. Applicants are evaluated based upon a two-tier system.

TIER I: APPLICATION EVALUATION AND SCORING

In Tier I, applicants are evaluated using a 100-point system. Points may be earned in the following areas:

1. **College grade point average.** A minimum cumulative GPA of 2.75 is required. GPA is calculated using only courses required for the ADN at CWC. All courses required for the degree must be completed with a grade of C or higher. Courses in progress during the admission screening process are excluded from the GPA calculation. GPA is calculated to the hundredth place and is not rounded.

2. **TEAS adjusted individual total score.** A score of 58.7% or higher must be achieved for program admission eligibility.

Total points are calculated using a weighted formula:

- a. **GPA** is converted to a percentage and is weighted **40%**
- b. **TEAS** score is weighted **60%**
- c. Both numbers are added to determine total points

Points Calculation Example (for student with 3.23 GPA and 71.6 TEAS score)

$$\text{GPA: } (3.23 \times 25) \times .4 = 32.3$$

$$\text{TEAS: } 71.6 \times .6 = 42.96$$

$$32.3 + 42.96 = \mathbf{75.26 \text{ total points}}$$

3. **Bonus points for work experience as a Certified Nursing Assistant.** Ten points may be added to the admission points total for applicants who meet the following criteria:
 - a. Current CNA licensure listed on the Wyoming State Board of Nursing registry
 - b. Current, uninterrupted employment for at least one year as a CNA providing direct patient care for a minimum of 30 hours per week

To receive bonus points, a letter verifying current employment must be written on company letterhead and sent directly from a human resources official at the employing agency to the CWC nursing office at 2660 Peck Avenue, Riverton, WY 82501 by the March 1 application deadline. Required documentation includes job title, hours worked per week, date of hire, and verification of current employment. Contact information must also be included for validation purposes. There are no exceptions to this provision. Other types of healthcare experience or part-time work as a CNA will not qualify for bonus points toward admission.

TIER II: POST-SELECTION REQUIREMENTS

Applicants offered a position in the class must meet the following requirements by May 31 in the current admission cycle:

- a. Cleared criminal background check from the designated vendor
- b. Required immunization records on file in the nursing office at the college
- c. Completion of prerequisite courses with a C or higher

Full admission is contingent upon completion of Tier II requirements. Students offered admission will receive full instructions from the nursing office for fulfilling these requirements. Failure to complete requirements will result in a rescinded admission offer.

OUTCOME NOTIFICATION

All applicants are notified of nursing admission committee decisions approximately 4-6 weeks after the March 1 application deadline and will receive either a letter of acceptance, an offer for placement on the alternate list, or a letter of non-acceptance. An alternate list is maintained for each cohort in the event an applicant declines acceptance. Students placed on the alternate list will be notified if an opening occurs in the current admission cycle.

An applicant who is notified of acceptance must return the acceptance reply form in order to reserve a position in the class. If an accepted applicant decides to withdraw their application, notification of withdrawal must be received by the nursing office in a timely manner. Failure to notify the nursing office of intent to withdraw application may affect future consideration for admission.

Students who are not accepted to the program but are interested in re-applying must complete the nursing admission application prior to the March 1 deadline in the next admission cycle and submit official college transcripts reflecting any required coursework completed since the last application, if applicable.

TRANSFER STUDENTS

Students wishing to transfer from other nursing programs are evaluated on an individual basis and must meet the following requirements in order to be considered for advanced placement through transfer:

1. The transfer applicant must meet the general admission requirements of CWC and the nursing program.
2. The following prerequisite courses must be completed prior to transferring into the program:
 - a. English I (3 credits)
 - b. Biology (4 credits)
 - c. College Algebra (4 credits)
 - d. Human Anatomy (4 credits)
3. Applicants must request official transcripts from institutions previously attended to be sent directly to the records office at CWC.
4. All courses considered for transfer must be completed with a grade of C or higher.
5. A minimum 2.75 GPA is required. GPA is calculated using only courses required for the ADN degree at CWC.
6. Applicants who have failed more than one nursing course are ineligible for transfer.
7. Nursing courses accepted for transfer must have been completed within the last **one** semester (excluding the summer session).
8. Transfer credit is limited to courses completed at ACEN, CNEA, or CCNE approved programs.
9. Transfer applicants who have previously been unsuccessful in a nursing program are required to have the former program director send the nursing admission committee at CWC a formal letter regarding the academic status in that program.
10. The transfer applicant must provide a course description and complete syllabus for each nursing course completed. The nursing admission committee will review syllabi and determine content similarity. Placement in the program is dependent upon comparable knowledge and skills between programs, and the transfer applicant may be required to complete remedial coursework as deemed necessary.
11. Applicants accepted for transfer are required to submit to a criminal background check and drug test, and must meet the immunization and health record requirements of the respective clinical agency.
12. Selection is limited to available space in the program and adequate clinical resources.

LPN TO RN COMPLETION

Opportunities exist for licensed practical nurses with current unencumbered licenses to enter the CWC Associate Degree Nursing Program with advanced standing.

1. Applicants must have active certification as a licensed practical nurse.
2. Applicants must meet the general admission requirements of CWC and the nursing program.
3. Applicants are required to take the Test of Essential Academic Skills prior to March 1 for fall entry in the current admission cycle. A minimum total score of 58.7% must be achieved. The TEAS may be repeated once (total of two attempts) during the academic year to improve the score. Only passing scores achieved within two years of the application deadline in the current admission cycle are considered.
4. Applicants are required to take the PN Comprehensive Predictor test prior March 1 for fall entry in the current admission cycle and must score at or above the national mean of 69.1%.
5. Applicants who achieve the required score on the PN Predictor are awarded a maximum of 16 credits in nursing from Central Wyoming College.

6. Successful completion of NURS 1400 (LPN Transition) will award the student 2 credits.
7. The following courses must be completed with a grade of C or higher **prior to advanced placement in the third semester** of the program:
 - a. General Biology (4 credits)
 - b. English I (3 credits)
 - c. Math 1400 or higher (4 credits)
 - d. Psychology (4 credits)
 - e. Human Anatomy and Physiology w/ labs (8 credits)
 - f. LPN Transition (2 credits)
8. All remaining courses required for the ADN must be completed with a grade of C or higher **prior to graduation from the program**, including
 - a. English II (Business Communications or Technical Writing may be substituted) (3 credits)
 - b. American & Wyoming Government (3 credits)
9. Applicants wishing to transfer college-level credit from other schools must have official transcripts sent directly to the records office at CWC by March 1 for consideration for advanced placement in the fall semester of the current year.
10. Advanced placement is at the discretion of the nursing director and faculty and is dependent upon space available and adequate clinical resources. When the number of applicants exceed space available, the general nursing admission selection process is followed and advanced placement students are ranked according to GPA and TEAS performance.

PROGRESSION IN THE NURSING PROGRAM

Nursing students must demonstrate satisfactory progress each semester in order to advance in the nursing course sequence.

1. The student must take nursing courses in the established sequence.
 - a. Semester 1 Professional Nursing Care in Health Promotion
Pharmacology in Health Promotion
 - b. Semester 2 Professional Nursing Care of the Patient with Chronic Illness
Pharmacology in Chronic Illness
 - c. Semester 3 Professional Nursing Care of the Patient with Acute Illness
Pharmacology in Acute Illness
 - d. Semester 4 Professional Nursing Care of the Patient with Complex Illness
Pharmacology in Complex Illness
2. The student must achieve a grade of C or higher in each nursing course in order to progress to the next semester. Courses with theory and clinical components require a 75 percent or higher in each component for successful completion of the course.
3. The student must demonstrate competency in dosage calculations at designated levels in order to progress to the next semester nursing courses.
 - a. Semester 1 May miss no more than 4 problems on a 15-item examination
 - b. Semester 2 May miss no more than 3 problems on a 15-item examination
 - c. Semester 3 May miss no more than 2 problems on a 15-item examination
 - d. Semester 4 May miss no more than 1 problem on a 15-item examination
4. The student must have a grade of C or higher in the required support courses in order to progress to the next semester nursing courses.
 - a. Human Physiology (prerequisite for NURS 1200)
 - b. General Psychology (prerequisite for NURS 2300)
5. The student must complete the remaining courses required for degree with a grade of C or higher prior to graduation from the program, including:
 - a. American & Wyoming Government
 - b. English II

DISMISSAL FROM THE NURSING PROGRAM

Nursing faculty have an academic, legal, and ethical responsibility to protect members of the public and healthcare community from unsafe or unprofessional nursing practices. It is within this context that a student may be dismissed from the program for practices that, in the best judgment of the faculty, warrant such action.

CAUSES FOR DISMISSAL INCLUDE, BUT MAY NOT BE LIMITED TO

- Failure to meet academic course requirements
- Failure to meet clinical course requirements
- Behaviors that endanger patient safety and well-being
- Infractions of clinical agency policy or code of conduct
- Violations of confidentiality
- Fraud or deceit
- Being unfit or incompetent to practice nursing by reasons of negligence, habits, or other causes
- Being unable to practice nursing with reasonable skill and safety to patients by reason of physical, emotional, or mental disability
- Performance of unsafe nursing practice or failure to conform to the essential standards of acceptable and prevailing nursing practice, in which case actual injury need not occur
- Knowingly engaging in an act beyond the scope of nursing practice

WHEN THE STUDENT'S BEHAVIOR WARRANTS DISCIPLINARY ACTION

1. A written warning will be issued for infractions of program regulations or professional standards. A copy of the warning (disciplinary record) will be kept on file in the nursing office at the college. Students who have been given a written warning and continue to violate program regulations or professional standards will be dismissed from the program. Note that when behavioral reasons warrant immediate action, a student may be dismissed without written warning.
2. In the instance of imminent danger to patient safety and well-being or violations of the clinical agency code of conduct, the student will be immediately asked to leave the clinical area and instructed to cease attendance at clinical until the incident can be investigated or resolved. Absence is reflected in the clinical grade.
3. At faculty discretion, a student who has been dismissed from clinical may be permitted to attend the classroom component of the course until the incident is investigated and resolved.
4. The clinical instructor will meet with the student to provide written documentation of the incident and discuss the charges or review the patterns of evidence that prompted action. This meeting between the clinical instructor and student will take place within two business days prior to the next scheduled clinical date.
5. The student may respond to the allegation(s) in a verbal or written form.
6. The clinical instructor will notify the course leader and nursing director of the circumstances and will request a review by the faculty team, at which time the student is permitted to attend and present their case.
7. The faculty review committee will render a decision regarding continuance in or dismissal from the program. A decision for continuance will outline steps for remediation. A decision for dismissal will specify whether the student is allowed to reapply to the program.
8. In the event of dismissal from the program, it is the student's responsibility to officially withdraw from classes through the records office. Failure to withdraw will result in a failing grade on the final transcript.
9. Written notification of the outcome will be given to the student and a copy will be sent to the Vice President for Student Affairs.
10. The student may appeal a decision for dismissal through the academic appeals process outlined in the CWC Student Handbook.

READMISSION TO THE NURSING PROGRAM

Students who interrupt the nursing program of study for academic failure or personal reasons may be eligible for reentry.

1. Students seeking readmission to the nursing program in the first semester must meet current admission requirements and will compete for admission.
2. Students seeking readmission to the program beyond the first semester must notify the nursing director and complete a Reentry Learning Agreement at least two months before the start of the semester. The form is available by contacting the nursing director in advance of the two-month deadline.
3. Students are allowed to reenter the nursing program once.
4. Students may remain out of the nursing course sequence for one semester (excluding the summer session) to be eligible for readmission.
5. Requests for readmission are reviewed by the nursing admission committee. Terms for readmission will be determined and the student will be notified of the decision in writing in advance of the registration period to allow time for remediation steps and/or demonstration of knowledge and skills to be completed.
6. Students are required to demonstrate theory and skill proficiency in previous nursing courses. Placement in the nursing course sequence is dependent upon demonstrated proficiencies and the recommendation of the nursing admission committee. Demonstration of current nursing knowledge and proficiency in skills are necessary to promote safe practice by nursing students engaging in patient care in the clinical area, and to maximize the potential for program completion and NCLEX success.
7. Students reentering the nursing program are required to meet the immunization and clinical record requirements of the respective clinical agency.
8. Students reentering the nursing program may be required to submit to drug testing and a criminal background check according to policy.
9. Students reentering the nursing program must adhere to the nursing curriculum and program policies in effect at the point of reinstatement.
10. No guarantee of readmission is given. Faculty members reserve the right to deny readmission based on available space, adequate resources, prior theory and clinical performance, and/or interim remedial work completed by the student. Individual circumstances are considered at the discretion of the nursing admission committee.

MILITARY DEPLOYMENT

Central Wyoming College appreciates the hardships military personnel and their families face during periods of deployment. College personnel recognize that military students deployed away from their homes or permanent duty stations may have difficulty completing their program of study. CWC encourages service members to continue their education and assures them that the college will continue to be flexible and responsive to their needs.

Military students accepted into the ADN program may have their space held without penalty from the point of deployment until their return. This space may be held for the amount of time served in support of service operations.

Placement in the program following the deployment period is based on the results of assessments administered following extended absence. In order to maintain currency in nursing practice, the student may be required to repeat some nursing courses.

Whenever possible, nursing faculty will identify placement assessments and parameters for reentry prior to deployment. Placement assessments are based on current courses and may change to reflect periodic curriculum updates.

ESSENTIAL PERFORMANCE STANDARDS

The Central Wyoming College Associate Degree Nursing Program signifies that the holder of the ADN has been educated to apply for an RN license in the State of Wyoming and to competently practice entry-level nursing in all healthcare settings. The education of a nurse requires the assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for independent practice.

The curriculum leading to the ADN requires students to engage in diverse and complex experiences essential to the acquisition and practice of nursing skills and functions. A unique combination of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of degree requirements, these functions are necessary to ensure the health and safety of patients, fellow candidates, faculty, and other healthcare providers.

With or without accommodation, the following abilities and expectations must be met by all students admitted to the nursing program:

- **CRITICAL THINKING:** Ability to learn and reason; to integrate, analyze, and synthesize data concurrently. The student must be able to problem solve rapidly, consider alternatives, and make effective decisions for managing or intervening in care of a patient. Critical thinking is an important component of judgment required in the classroom and clinical setting.
- **COGNITIVE:** Ability to perceive events realistically, to think clearly and rationally, and to function appropriately in routine and stressful situations.
- **INTERPERSONAL SKILLS:** Ability to communicate sensitively and efficiently both verbally and in writing. This is required such that the student can interact with patients, families, and groups from a variety of social, economic, emotional, cultural, and intellectual backgrounds.
- **COMMUNICATION:** Ability to communicate clearly and effectively in English, both verbally and in writing, in order to communicate nursing actions, interpret patient responses, initiate patient education, document/chart, and interpret orders. The student must be able to communicate in a confident and coherent manner with patients, peers, and healthcare providers.
- **MOBILITY AND MANEUVERABILITY:** Physical abilities sufficient to move about independently; bend, squat, and turn in small workspaces; and to provide immediate emergency care to patients. Ability to tolerate lengthy periods of physical activity and lift at least 50 pounds.
- **MOTOR SKILLS:** Gross and fine motor skills sufficient for manual dexterity to manipulate equipment, start an intravenous line, and draw up and give injections without extraneous movements. Ambulatory capability sufficient to maintain center of gravity when met with an opposing force, as in lifting, supporting, or transferring a patient.
- **TACTILE:** Tactile ability sufficient for physical assessment and to perform palpation for administration of intramuscular injections, starting intravenous infusions, and venipuncture. The student must also be able to identify changes in patient condition by touch and by recognition of changes in skin temperature and moisture.
- **VISUAL:** Visual ability sufficient to read thermometers, patient charts, flow sheets, monitors, medication records, medication cups, and syringes. The student must also be able to observe and assess patient health status, skin color, and integrity.

- **HEARING:** Auditory ability sufficient to hear and respond to breath and heart sounds, cries for assistance, alarms, emergency signals, and overhead codes.

Admission to and progression in the program is not based upon these standards, rather they will be used to determine whether accommodations or modifications are possible.

ACCOMMODATIONS

Students are responsible for advising the nursing director of any conditions or limitations that may interfere with academic or clinical progress and must follow the established policies for requesting and receiving reasonable accommodations. Students who wish to request accommodations are encouraged to contact the Disability Services Office located in the Student Success Center on campus to begin the process for documenting their disability and determining eligibility for services prior to the start of the program. Reasonable accommodations will not be implemented retroactively, so being timely in requesting your accommodations is important.

PROFESSIONAL BEHAVIOR

Students are accountable for their behavior at all times and must conduct themselves in a professional and ethical manner.

The enrolled nursing student is expected to

- Appear and conduct oneself in a professional and acceptable manner
- Adhere to the channels of communication and authority
- Refrain from academic or professional dishonesty
- Show respect for, and be mutually supportive of, fellow students, faculty, and staff
- Accept responsibility for reporting to the proper person all incidents of error, omission, and misconduct
- Regard all information concerning each patient as strictly confidential and refrain from discussing this information with unauthorized individuals
- Perform duties and functions appropriate to the level of educational preparation
- Show respect and consideration for all patient populations regardless of race, color, national origin, ancestry, sex, age, religion, disability, or economic status

The student is responsible for clarifying and adhering to requirements as defined in the professional code of conduct and/or departmental policies and procedures of the assigned agency. The clinical agency may request the college to withdraw a student from the clinical area when the student's clinical performance is unsatisfactory or the student's behavior is disruptive or detrimental to the quality of patient care or the efficient operation of the agency.

CLINICAL DRESS CODE

Clinical attire and appearance standards are to promote professionalism, safety, and infection control. Nursing students in clinical settings must have a complete uniform. In order to maintain a professional image, students are required to abide by the following code:

CLINICAL ATTIRE

1. Top and pant: **Students are required to purchase the CHEROKEE WORKWEAR brand scrub top and bottom in the solid navy color in an approved style number.** Fabric collections include *Original* and *Core Stretch*. The scrub top style must be

- a. Cherokee WW Original Unisex V-neck **Style# 4876** (males or females) *or*
- b. Cherokee WW Core Stretch Unisex V-neck **Style# 4725** (males or females) *or*
- c. Cherokee WW Core Stretch Mock Wrap **Style# 4728** (females only)

Students may select the Cherokee WW scrub pant style of their choice as long as the color is the matching solid navy. Students must also purchase the pant and top from a matching fabric collection for a consistent look and wear.

- 2. Clothing items must be appropriately fitted, laundered, and without wrinkles each clinical day. It is recommended that you stand in front of a mirror and raise your hands over your head. If your abdomen is exposed, your attire is inappropriate – the pants are too low or the top is too short.
- 3. Tees and under layers: A long or short sleeve tee in the solid white or solid navy color may be worn under the scrub top. No tee-shirt writing may be visible.
- 4. Sweaters may not be worn when providing direct patient care.
- 5. Shoes must be clean, professional, and in accordance with agency policy. Shoe style and material must provide adequate protection from injury or exposure to hazardous materials.
- 6. Socks will be a dark color complementing the scrub pant.
- 7. Undergarments are required and must provide full coverage. Underwear must be inconspicuous under clothing and when bending over or stretching overhead.

IDENTIFICATION

- 1. Arm Patch: The distinctive CWC embroidered nursing patch must be purchased from the college bookstore and sewn on the upper left sleeve of each scrub top. Safety pins are not acceptable.
- 2. CWC Nursing Student Name Badge: The student name badge must be clearly visible on the upper uniform chest and worn in the clinical area at all times. The cost for the first badge is paid for by the department; badges ordered subsequently will be at the student's expense and must be in accordance with regulation. Imprinting will read
Line 1 - Student's first name and last initial
Line 2 - CWC Nursing Student
- 3. Hospital Identification Badge: Students will receive an agency-issued ID badge and temporary password for the purpose of delivery of care (i.e., access to computers). The student is accountable for all transactions made using the badge and password; therefore, it is imperative that badges or passwords are not shared and are kept secure. Agency-issued student identification
 - a. remains the property of the issuing agency.
 - b. must be returned according to agency policy.
 - c. may require a fee to replace a lost or missing badge.
 - d. must be worn and clearly visible whenever the student is in the clinical agency.

PERSONAL HYGIENE AND GROOMING

- 1. Hygiene and Odors
 - a. Personal hygiene must be observed at all times while in the educational setting.
 - b. There can be no evidence of cigarette smoke or other noxious body odors.
 - c. Perfume, cologne, or other heavily scented products may not be worn in order to prevent possible allergic reactions in others.
- 2. Hair, Nails, and Makeup
 - a. Hair will be clean and worn above the shoulders or tied back securely so as not to fall in the student's face or obstruct vision. Extreme hairstyles and unnatural colors are not allowed.
 - b. Facial hair (beards, moustaches, sideburns) will be clean and neatly trimmed so as not to touch the scrub top; otherwise, the face will be clean-shaven with no stubble.
 - c. Fingernails will be clean and trimmed no longer than the tip of the finger.
 - d. Nail polish and artificial nails are not allowed.
 - e. If makeup is worn, it must be natural looking and conservative so as not to distract from professional attire.
- 3. Jewelry and Body Ornamentation
 - a. A wrist watch or fitness band with a second hand is required.
 - b. Only one small post earring in each ear lobe may be worn.

- c. Wedding and engagement rings are allowed; however, the student may be required to remove rings in special care areas.
- d. No other jewelry or visible piercing is allowed.
- e. Students are responsible for safeguarding or leaving valuables at home.
- f. Tattoos must be fully covered by the uniform or in an approved manner.

Certain clinical assignments may not require wearing the designated school uniform. In that instance, clothing must be professional, conservative, and in compliance with agency policy. Unless given instructions by the clinical faculty, students must comply with the Clinical Dress Code when participating in clinical experiences or representing the program as a nursing student. In an employment setting, students may not wear any part of the nursing student uniform, including the student name badge.

Failure to comply with the Clinical Dress Code results in a verbal warning and possible dismissal from a clinical session at the discretion of the clinical faculty. In this instance, lost clinical time may not be rescheduled. Such a dismissal is an unexcused absence and jeopardizes the student's clinical grade. Repeated offenses are grounds for disciplinary action up to and including dismissal from the program.

The student's clinical grade will reflect professional appearance and compliance with dress code requirements. If in doubt about any component of the dress code, students are advised to check with the nursing director or clinical faculty. Faculty reserves the right to approve or disapprove clinical attire.

CLINICAL SUPPLIES

The student is required to have the necessary supplies during all clinical experiences, including bandage scissors, stethoscope, penlight, wrist watch with a second hand, and a mobile device that is small enough to fit in the scrub pocket and capable of supporting the required software products.

BACKGROUND CHECK

Students enrolled in courses that involve direct contact with patients as part of their education program are required to submit a criminal background check, per clinical agency requirements.

1. Upon admission to the nursing program, the college will provide instructions and the necessary forms for obtaining the background check from the designated vendor.
2. The student is responsible for the cost of the background check.
3. A cleared background check that was completed during enrollment in the Nursing Assistant course at the college will satisfy the requirement for admission to the nursing program, provided the search was completed with the past **one** year.
4. Students who interrupt their sequence of study in the nursing program and subsequently reenter may be required to repeat the background check.
5. The background check will include, but may not be limited to, county criminal, nationwide federal criminal, nationwide sex offender index, nationwide healthcare fraud and abuse scan, nationwide database, nationwide wants and warrants, social security alert, and residency history.
6. The college will provide written verification for students who are successfully cleared by the background check to clinical affiliation sites, along with authorization for release of information signed by the student.
7. Students may be denied admission to or dismissed from the program if they have not been truthful or have provided inaccurate information on the search application.
8. It is the student's responsibility to report any changes in the status of their criminal background to the nursing director.
9. Negative or flagged results on the background check will result in ineligibility to participate in clinical until which time the matter may be investigated or resolved. The clinical agency and the

- nursing director will determine suitability for clinical placement based upon the results of the background check.
10. The student may appeal the decision to deny clinical placement through the established grievance procedure outlined in the CWC Student Handbook.

DRUG TESTING

PURPOSE

The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students in an educational setting, poses an unacceptable risk for patients, colleagues, the college, and cooperating clinical agencies. The nursing program recognizes its responsibility to maintain an educational environment conducive to academic achievement and to cooperate with clinical agencies in providing safe and effective patient care.

Accordingly, all nursing students must comply with the drug testing policy set forth and remain free of drug or alcohol use while in the academic setting, including classroom and clinical, as well as college sponsored events and nursing association activities. In addition, nursing students are subject to all applicable federal, state, and local laws addressing illegal drug and alcohol use. The drug testing policy is intended to complement the Central Wyoming College Drug-Free Campus Policy found in the CWC Student Handbook.

REQUIRED DISCLOSURE

Students are required to disclose to the nursing director any prior chemical impairment, participation in treatment programs, or court convictions pertaining to the manufacture, use, possession, sale, or distribution of alcohol, illegal drugs, controlled substances or intoxicants. Failure to report such activities will result in dismissal from the nursing program. Students are also required to disclose such information to the appropriate licensing agencies at the time of application for licensure in accordance with the established rules and regulations of the licensing agency.

DEFINITION

Drug testing refers to the scientific analysis of urine, blood, breath, saliva, hair, tissue, or other specimens of the human body for detecting the presence of a measurable amount of drug or alcohol.

ASSOCIATED COSTS

The cost of drug testing is borne by the cooperating clinical agency or the student, as determined by the clinical agency. The college shall not absorb any testing costs.

AGREEMENT TO SUBMIT TO DRUG TESTING

The nursing program and cooperating clinical agencies reserve the right to require the student to submit to drug testing under any of the following circumstances:

1. Upon initial enrollment in the program.
2. Upon reentry to the program for students who interrupt their sequence of study.
3. When there is reasonable suspicion that a student is under the influence of alcohol, illegal drugs, controlled substances or intoxicants (prescribed or non-prescribed). This may be evidenced by odor of alcohol or drugs, impaired behaviors, dilated/pinpoint pupils, decreased coordination, marked changes in personality, or unexplained accidents. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions.

4. When there is reasonable suspicion or evidence of mishandling patient medications in the clinical setting.
5. When the student's academic or clinical performance is deteriorating or the student is experiencing increased absenteeism or tardiness.
6. When the student is involved in an accident or injury likely to result in lost time from schooling and requiring a physician's care, as evidenced by diagnostic tests, prescriptions, or procedures.

TESTING PROCEDURE

1. Arrangements for drug testing will be made by the nursing director or assigned clinical agency.
2. The student will sign a consent authorizing the testing center to release a copy of drug test results to the nursing director.
3. Tests are conducted by a qualified laboratory in accordance with established methods and procedures. Confidentiality is protected. The collection procedure is determined by the collection site and will involve a witness to urine sample voiding, securable urine containers, and chain of custody procedures that ensure the samples identified to a nursing student actually contain materials from the student and are protected from tampering. The analysis is done in accordance with reasonable and acceptable medical standards. Presumed positives will be confirmed by best available techniques.
4. A student's failure to submit to a required drug test, or attempting to tamper with, contaminate, or switch a sample will result in dismissal from the program.
5. The nursing director is notified of drug test results. Test results will remain on file in the nursing office at the college until the student exits the program.
6. The college shall have the right to use and disclose the results of drug testing required by this policy in connection with internal academic purposes and in connection with the defense of any student grievance and claims filed by the student or /her personal legal representative.

PROCEDURE FOR THE ALLEGED IMPAIRED STUDENT

1. In the event a nursing student demonstrates behaviors reasonably suspected of being under the influence of alcohol, illegal drugs, controlled substances or intoxicants in the educational setting, to include classroom, laboratory, or clinical area, the instructor or clinical agency supervisor will
 - a. notify the nursing director.
 - b. relieve the student of all clinical assignments effective immediately until which time the matter is investigated or resolved.
 - c. remove the student to a private area and provide the student the opportunity to explain the observed behavior(s).
 - d. require the student to undergo a drug test, at which time the student will be escorted to the designated testing site.
2. Refusal to submit to drug testing based upon reasonable suspicion of being under the influence of alcohol, illegal drugs, controlled substances, or intoxicants will result in immediate dismissal from the program.

OUTCOMES FOR A POSITIVE DRUG TEST

1. A positive test finding will result in immediate dismissal from the program.
2. In that event, it is the student's responsibility to officially withdraw from classes through the records office at the college.
3. A subsequent meeting will be scheduled with the student. The following representatives may be in attendance: designated nursing faculty, nursing director, the individual who observed/reported the behavioral problem or incident, clinical agency supervisor, and a support person if requested by the student.
4. The purpose of the meeting will be to
 - a. review the student's behavior related to the reported behavior problem or incident.
 - b. discuss the drug testing policy and its implementation.

- c. confirm the student's intent to seek a comprehensive substance evaluation in order to be considered for readmission to the program at a later date.
5. Documentation of the meeting will include the noted behavioral problem or reported incident, and prescribed academic consequences. Also included will be the student's intent to seek a professional evaluation for a potential substance abuse problem, and the student's acknowledgment that failure to abide by the recommended treatment plan will result in ineligibility to apply for readmission to the program at a later date.
6. The nursing director will provide the student with names of prospective treatment facilities or community resources.
7. The student must make arrangements for a substance abuse evaluation. All associated costs are borne by the student.
8. If a student tests positive for a prescribed drug, the student must obtain a written statement from a qualified physician stating that the drug level is within prescribed limits and that the level does not indicate abuse. The physician must indicate that the drug will not interfere with safe practice in the clinical area.

READMISSION FOLLOWING A POSITIVE DRUG TEST

A student who is dismissed from the program due to a positive test may be considered for readmission provided the following conditions are met:

1. Submission of a verifiable letter from a recognized drug treatment facility stating that the student has successfully completed a substance abuse program and identifying the treatment plan. If no further treatment is warranted, written documentation to this effect must be submitted.
2. Submission to a drug test prior to readmission. This drug test will be at the student's expense. A positive drug test will result in ineligibility for readmission to the program anytime thereafter.
3. Submission to random drug tests requested by the college or cooperating clinical agency after readmission.

RECURRENCE AFTER READMISSION

A student who is readmitted to the program and subsequently tests positive for drug or alcohol or intoxicant use will be dismissed from the program and is ineligible for readmission.

APPEALS PROCESS

The student may appeal the program dismissal or decision to deny readmission through the established Student Academic Grievance Process outlined in the current CWC Student Handbook.

IMMUNIZATIONS AND LABORATORY WORK

Immunization and health record requirements vary among clinical agencies and students are expected to abide by the rules and regulations of the respective agency. Students admitted to the program must provide official documentation of each of the requirements listed below prior to clinical placement. All requirements must be in effect (current) throughout enrollment in the program. Students are responsible for knowing when their documentation expires, particularly if it expires during the academic year. Costs for immunizations and lab work are the student's responsibility. Students should consider the public health nursing office as an economical source for obtaining immunizations and laboratory testing.

Records may be submitted in the following ways: email stanek@cw.edu, fax 307-855-2099, or mail hard copies directly to the nursing office at the college.

1. **Tuberculin Skin Test (PPD):** Two PPD skin tests (within 2 weeks of each other) **or** a QuantiFERON-TB Gold test is required. Testing must be done within one year of entering the nursing program. Documentation of skin testing must include date administered, reading at 48-72

- hours (including reaction), and the signature of a qualified healthcare provider. If positive result, the student must provide a chest x-ray interpretation by a physician and complete an annual symptoms review questionnaire thereafter.
2. **Measles, Mumps, Rubella (MMR):** Lab titer reports for measles, mumps, and rubella *or* documentation of 2 doses of MMR.
 3. **Hepatitis B:** Hepatitis B lab titer report *or* documentation of 3-dose series. Students beginning a 3-dose series must provide documentation of first dose prior to entering the program. The last dose must be received prior to completion of next semester nursing courses.
 4. **Varicella:** Varicella lab titer report *or* documentation of two doses. Parental, examiner, or self-reporting history of chickenpox disease is not accepted as proof of immunity.
 5. **Tetanus, diphtheria, & pertussis (Tdap):** Documentation of Tdap vaccination, then boost with Td every 10 years.
 6. **Influenza:** Students are required to have annual flu vaccination. If the student declines immunization, they must wear a mask at all times when in patient care areas during flu season. In accordance with agency policy, students in Jackson may not attend clinical without an annual influenza vaccine.

Students whose titer results show that they are not immune must be reimmunized in consultation with a qualified healthcare provider or must sign a statement of declination. To provide for patient safety, students with inadequate immunity may be restricted from clinical areas in accordance with agency policy.

BASIC LIFE SUPPORT CERTIFICATION

HeartCode® Basic Life Support Certification by American Heart Association is required and must remain current throughout enrollment in the program. A BLS provider course is offered early in the fall semester for students who are not certified or whose certification is due to expire during the academic year. This AHA BLS certification is valid for two years. You must present an active certification card to the nursing office at the college.

HIPAA

Enrolled nursing students are required to comply with the federal regulations of the Health Insurance Portability and Accountability Act. This Act governs security and privacy rules related to management of health data by healthcare providers. HIPAA training sessions are arranged by course faculty in cooperation with the respective clinical agencies. Students are required to meet agency requirements as part of their clinical affiliation.

CONFIDENTIALITY

Confidential information is protected by federal law. Federal regulations prohibit any disclosures without the specific written consent of the person to whom it pertains. Students will abide by the policies and procedures concerning patient confidentiality as established by the clinical agency. Students may not divulge personal or medical information concerning any patient or patient record outside the educational setting. In addition, students may not copy or have in their possession any portion of the patient's medical record containing identifying information. Failure to maintain confidentiality in regard to all matters of business and patient populations will result in immediate dismissal from the program.

PHONES AND MOBILE DEVICES

Use of mobile devices in the classroom and clinical areas is restricted to educational purposes only. Cellular phones will be placed on silent alert during class and clinical. All personal calls and text messaging must take place outside the educational setting. Unless otherwise directed by the instructor, the phone feature of mobile devices must be disabled in the clinical setting. Additionally, students must adhere to the rules and regulations of the respective clinical agency regarding the use of electronic devices.

CLASSROOM AND LABORATORY SPACES

CLASSROOM

Nursing courses are delivered via an interactive classroom network (ICN) video conferencing system. Live broadcasts are exchanged between the main campus in Riverton and the outreach site in Jackson, Wyoming. The on-campus nursing classroom is located in the Health and Science Center in Room 206, while the outreach classroom is located in the Otter Room at Saint John's Medical Center. These state-of-the-art learning spaces are equipped to maximize student engagement and encourage active learning.

Nursing courses have an online classroom available to handle announcements, topic outlines, discussion boards, and other communication from faculty. An audience response system allows for enhanced student participation during class and provides the instructor with instant feedback related to student understanding of content. Concept mapping is used to enhance presentations and to help students visualize information, boost memory, and generate ideas.

SKILLS LABORATORY

Patient care areas are located on the Riverton campus in the Health and Science Center in Room 213A, and in Jackson at the Center for the Arts in Room 101. These labs are fully furnished with supplies and skills training models for practicing and demonstrating patient care competencies. Anyone discovered taking items from the labs is subject to immediate dismissal from the program.

The Riverton campus skills lab is generally open Monday thru Friday from 8 AM until 4 PM. Additionally, student workers staff the lab to allow extended evening hours on designated days. Jackson students have access to the lab at the Center for the Arts during normal business hours.

SIMULATION LABORATORY

Clinical simulation labs are located in Riverton in the Health and Science Center, Room 217, and at the Center for the Arts in Jackson, Room 101. Advanced patient simulators provide realistic and challenging scenarios to assist students in developing clinical judgment and decision-making skills.

COMPUTER LABORATORY

The Riverton campus nursing computer lab is located in Health and Science Center in Room 208. Students in Jackson will test at the Center for the Arts in Room 101. Labs are available for student use when scheduled classes are not in session. Student workers staff the on-campus lab to allow extended evening hours on designated days. Jackson students generally have access to the computers at the Center for the Arts during normal daytime business hours.

TECHNOLOGY ENHANCED LEARNING

Nursing students are frequently required to search information electronically. Students accepted to the program must be computer literate and have high-speed Internet access. Students must supply a mobile device small enough to fit in the scrub pocket that is capable of supporting the required products. The college does not assume responsibility for lost or stolen electronic devices. The college uses Canvas Learning Management System to deliver hybrid and online course content. Students are expected to routinely check the MyClasses link for announcements, topic outlines, course updates, and other communication from the faculty.

Technology is integrated into the nursing curriculum in a variety of ways:

- E-textbooks
- Downloadable mobile apps
- Audience response systems
- Electronic health records
- Interface with the online classroom
- Simulation management platform to manage, operate, and report simulation activities in the lab

TEAM-BASED LEARNING IN A CONCEPT-BASED CURRICULUM

Team-based learning is a collaborative strategy designed around units of instruction facilitated in a three-step cycle: student out-of-class preparation, in-class readiness assurance testing, and application-focused exercises. A class typically includes one lesson and students are formed in small groups. An appeals process encourages students to review the material, evaluate understanding of concepts, and utilize evidence to defend the choice they made.

This approach to learning brings real world meaning to content explored in the classroom. The use of active, team-based learning strategies to introduce nursing concepts assists the student in making connections by linking factual information and exemplars to concepts. This conceptual and team-based approach extends into the clinical setting and provides an opportunity for students to apply concepts in various settings, which serves to deepen learning.

TBL requires individual preparation. Equally important is meaningful contribution to group learning; therefore, assessment of student learning outcomes achievement is carried out with the principles of TBL in mind. The activities listed in the table below are an important part of assessing student learning and are weighted to make up the theory portion of the overall grade.

Concept-based learning is student-centered. The development of clinical reasoning is emphasized, as opposed to task performance. The student is provided tools for building a solid knowledge base as a foundation for deeper, conceptual thinking in the biophysical, psychosocial, nursing, and healthcare domains. A student-centered environment supports the study of individual concepts and the interrelationships among concepts. Learning is encouraged through self-directed reading, team collaboration, and application of learning in a variety of settings. The layered and multifaceted approach is deliberate and allows the student to make connections among the conceptual building blocks necessary for safe and effective care of patients across the lifespan.

Professional Nursing Care Courses				
Activity	NURS 1100	NURS 1200	NURS 2300	NURS 2400
Individual Readiness Assessment Testing (I-RAT)	10%	10%	5%	5%
Team Readiness Assessment Testing (T-RAT)	10%	10%	5%	5%
Five Unit Examinations and One Comprehensive Final Exam	74%	74%	84%	84%
Assessment Technologies Institute (ATI)	6%	6%	6%	6%
Theory Total	100%	100%	100%	100%
Pharmacology Courses				
Activity	NURS 1110	NURS 1210	NURS 2310	NURS 2410
Individual Readiness Assessment Testing (I-RAT)	10%	10%	5%	5%
Team Readiness Assessment Testing (T-RAT)	10%	10%	5%	5%
Four Unit Examinations	76%	76%	86%	86%
Two Peer Evaluations	4%	4%	4%	4%
Course Total	100%	100%	100%	100%

Active learning strategies used to assist the student in meeting the learning outcomes include: team-based learning activities, audience response system technology, case studies, group work, demonstration and return demonstration, practice worksheets, concept mapping, textbooks, and ATI online products. A mobile device with bundled software is used in the classroom and clinical areas. Also included are carefully selected experiences in the skills and simulation labs. Testing is done in a computer lab, which helps to prepare the student for the computerized national licensure examination upon graduation.

ASSESSMENT TECHNOLOGIES INSTITUTE

Central Wyoming College partners with ATI to provide products designed to lower program attrition rates and improve graduate nurses' pass rates on the National Council Licensure Examination (NCLEX). ATI practice and proctored assessments are integrated through the nursing curriculum. Faculty members believe utilization of ATI practice and proctored assessments assists in the identification of individual student strengths and weaknesses. Faculty members also believe that remediation facilitates student improvement in areas of identified weakness.

Faculty assigns ATI tutorials, readings from review modules, practice assessments, and focused review to assist students in gaining a deeper understanding of concepts and to prepare for proctored assessments. Each nursing course incorporates ATI according to a course-specific rubric included in the syllabus. Completion of assigned tutorials and practice assessments along with performance on proctored assessments constitutes a portion of the theory grade in nursing courses with a clinical component.

The student is strongly encouraged to consider ATI an integral part of the nursing curriculum and to review the ATI website and grading rubric thoroughly to ensure understanding well in advance of published due dates. Full participation in ATI activities contributes significantly to success in nursing courses.

EXAMINATIONS

The following guidelines detail the policies and procedures governing the administration of examinations. There should be no expectation that the following points will cover every conceivable situation.

1. Examination items are designed to assess student understanding of concepts introduced in required readings and explored more deeply in the educational setting.
2. Examination dates and times are firm according to the published course calendar.
3. Rescheduling an examination is not allowed except in narrowly defined circumstances, which may include death of a family member, hospitalization, or other extreme emergencies that conflict with the testing period. Requests to reschedule an examination based on instances such as employment obligations or travel/vacation plans will usually fail to qualify as exceptional circumstances. In all instances, the student must submit a written request to the course instructor/team leader to reschedule an examination. Rescheduled examinations are at the discretion of the faculty team and nursing director. In the event of an unforeseen circumstance, the student may be required to provide adequate documentation justifying the absence. Failure to provide timely notification of absence with a reasonable excuse may result in an examination grade of zero.
4. Students are allowed up to 60 minutes for each unit examination and 120 minutes for the final examination.
5. Late arrival to an examination without prior written or verbal notification will result in a five-point deduction from the examination score. In that instance, the examination must be completed within the remaining time.
6. Scheduling examinations that may conflict with school sanctioned activities must be coordinated with the faculty team prior to the expected absence.
7. Online review is available immediately upon submitting the completed examination. If additional review time is needed, the student is required to schedule an appointment to review the graded examination in the presence of an instructor. The review must take place within two weeks of the original examination date.
8. Students wishing to dispute the integrity of an examination item must email the faculty team within 48 hours of the exam and include rationale and reference pages to support their argument.
9. Students taking an exam at the alternate site (Jackson students in Riverton, or vice versa) may do so only with prior approval.

MEDICATION CALCULATION COMPETENCY

The student must demonstrate competency in dosage calculations in order to progress in the program. The expectation for proficiency aligns with concepts explored in each semester as outlined in the following table:

Semester 1: Health Promotion	Semester 2: Chronic Illness	Semester 3: Acute Illness	Semester 4: Complex Illness
Oral meds (liquids, tablets, capsules) Parenteral meds (IM, SQ, ID) Intake & output	Problems similar to those in semester 1, and: IV fluids, medications (drip rates by gravity, hourly infusion rates, IV piggyback rates, IV push) Enteral feedings	Problems similar to those in semesters 1 and 2, and: Pediatric dosages (weight-based, BSA, ranges) Infusions, including Pitocin drips (tandem), magnesium sulfate infusions, and others	Problems similar to those encountered in semesters 1-3, and: Critical care infusions (dopamine drips and others)

1. The student must demonstrate competency in dosage calculations at the designated levels:
 - a. Semester 1 May miss no more than 4 problems on a 15-item examination
 - b. Semester 2 May miss no more than 3 problems on a 15-item examination
 - c. Semester 3 May miss no more than 2 problems on a 15-item examination
 - d. Semester 4 May miss no more than 1 problem on a 15-item examination
2. Students are required to take dosage calculation examinations at scheduled intervals stated in the course calendar. Each missed examination equates to one attempt.
3. Calculation examinations are limited to 60 minutes.
4. Use of a simple calculator during calculation examinations is permitted.
5. Dosage calculation examinations are not weighted and do not affect the theory grade.
6. The student is allowed to take dosage calculation examinations up to three times per semester to achieve a passing score. Failure to achieve the designated passing level on the third attempt will result in dismissal from the course.

GRADING SCALE

- A = 92-100%
- B = 83-91%
- C = 75-82%
- D = 66-74%
- F = 65% or below

All graded assignments are carried out to two decimal places. The final course grade is rounded to the nearest whole number.

1. The student must pass the theory and clinical components in order to progress to the next semester nursing courses.
2. The student must achieve a minimum of 75 percent in theory, a minimum of 75 percent in the clinical performance and documentation grade, and a minimum of 75 percent in the overall combined clinical grade (clinical performance combined with other graded clinical assignments). If the clinical performance and documentation grade is less than 75 percent, it is not averaged with the other clinical components and constitutes a clinical failure.
3. If theory and clinical grades are each 75 percent or higher, the theory grade and clinical grade will be averaged together for the final course grade. If either the theory or clinical grade is below 75%, the lowest grade will be recorded as the final course grade.
4. Failure to achieve a minimum of 75 percent in theory and a minimum of 75 percent in clinical constitutes a failure to meet course outcomes and the entire course must be repeated before progression in the program.

ATTENDANCE

CLASSROOM

Regular and punctual attendance at all scheduled classes is required and is regarded as integral to course success. Arriving on time is a basic rule of considerate and professional behavior. Attendance and participation requirements apply to online assignments as well and the student must demonstrate timely and active participation in online classroom discussions. In the event that a student leaves class early, the iRAT and tRAT scores will be reduced by 75% for that day. The student is responsible for all material presented in the classroom.

CLINICAL

Clinical dates and times are firm according to the published course calendar. Absence from clinical is not allowed except in narrowly defined circumstances, which may include death of a family member, hospitalization, or other extreme emergencies. In that event, alternate grading rules may apply. Absences must be reported to the clinical instructor prior to the clinical start time. In the event of unforeseen circumstances, the student may be required to provide adequate documentation justifying the absence.

Clinical absence results in a deduction of **three** points per missed day. There are no makeup days and points for written clinical assignments are forfeited. Students in the preceptor program in the fourth semester are subject to additional attendance requirements.

The student must absolutely report on time at the location designated on the clinical schedule. Tardiness is reflected in the clinical performance grade at the discretion of the instructor.

Nursing faculty reserves the right to dismiss a student from clinical in the event the student performs unsafe nursing care or fails to comply with the essential standards of professional nursing practice. Dismissal may occur after a single occurrence if the severity of the error (or potential error) is so great as to cause grave harm to the patient. Actual harm need not occur.

CLINICAL NURSING COURSE METHODOLOGY

Students enrolled in nursing courses with a clinical component engage in classroom learning activities utilizing a team-based learning format. Interrelated clinical experiences allow students to provide direct care to patients in a variety of healthcare settings, as well as in the on-campus simulation and skills labs. Practice learning experiences are designed to assist students in developing clinical reasoning and judgment necessary to practice as entry-level professional nurses upon graduation.

Five types of learning experiences are incorporated into the practice learning environment:

1. **Concept-based experiences** are designed to support student learning of pattern recognition. Through multiple encounters with patients experiencing the same problem, students learn pattern recognition associated with a specific concept, illness, disease, or health problem.
2. **Case-based experiences** present students with authentic clinical problems they will likely encounter in practice, and provides opportunities for students to learn to think like a nurse through patient case exemplars. Included is the exploration of faculty-designed or computer-based cases, as well as a variety of simulations, including the use of high, mid, and low fidelity environments using human patient simulators, standardized patients, and role-playing.
3. **Competency and skill-based experiences** build proficiency in the “know how” and “know why” of nursing practice. These experiences include psychomotor skills, as well as communication, teaching, advocacy, and interpersonal skills.
4. **Focused direct patient care experiences** enable students to gain progressive experience in the actual delivery of nursing care and to build and understand the role of developing relationships

with patients. The assigned focus for a care experience allows students to apply a growing knowledge and skill base to patient care. Students learn to establish and nurture the nurse/patient relationship and to integrate the ethics of caring for individuals.

5. **Preceptor-guided clinical experiences** may be incorporated to provide students an opportunity to apply all elements of prior learning into an authentic clinical practice situation. The purpose is to facilitate transition into practice. Students will provide direct patient care under the guidance of a registered nurse. Students practice integration of knowledge, clinical judgment, and competencies, and study the role of the registered nurse in a particular organizational environment. The preceptor communicates with the clinical instructor to ensure student learning outcomes are met.

Clinical assignments may be designated as participatory, observational, or preceptor-guided and are subject to grading per the clinical evaluation tool.

Participatory Clinical Assignments

During participatory clinical assignments, students perform hands-on nursing care under the direct supervision and assistance of a CWC clinical instructor. The clinical ratio of faculty to students does not exceed 1:8, providing for individual attention and direction.

Observational Clinical Assignments

During observational clinical assignments, students rotate through a variety of healthcare agencies in order to broaden their knowledge in the nursing field. During observational clinical assignments, students do not perform hands-on nursing care nor is there a CWC clinical instructor present.

Preceptor-Guided Clinical Assignments

Preceptors guide clinical assignments in agencies where a CWC clinical instructor is not present. Preceptors facilitate student achievement of specified competencies and course outcomes, and provide regular feedback to the course instructor concerning student progress. The course instructor is responsible for evaluating student performance and assigning grades.

CLINICAL SITE ASSIGNMENTS

Clinical rotations begin in the first semester of the program and continue throughout. To ensure maximal learning experiences, clinical assignments vary each semester. Students are assigned to clinical sites based upon faculty and clinical resource availability.

In the fourth semester, preceptor-guided clinical experiences are typically available and placement is based on merit. Students participating in preceptorships must be passing NURS 2410, and both the theory and clinical component of NURS 2400 at the time of placement. Subsequent unsatisfactory theory or clinical performance may result in removal from the preceptorship. In situations where the number of preceptors is limited, students are selected based upon nursing GPA and clinical grades, with feedback from clinical faculty. Additional information about the preceptor-guided experiences is located in the preceptor handbook, which will be provided to all participating students and their respective preceptors.

SIMULATION, COMPETENCY, AND SKILL-BASED EXPERIENCES

Simulated clinical experiences and competency demonstrations in the campus laboratories are comprised of low, mid, and high fidelity environments occurring on designated days on the clinical schedule. These experiences are considered as important to student learning as those days spent in other settings where students provide direct patient care. Preparation through reading, skills practice, or other assigned activities is the responsibility of the student. Inadequate preparation may result in dismissal from a clinical session, which will constitute an absence and negatively impact the clinical performance grade.

Student learning outcomes for simulation and competency demonstration activities are provided in advance and students are required to familiarize themselves with these outcomes, as well as follow the basic rules of conduct listed below. Student performance during these experiences is reflective of knowledge level, skill mastery, and appropriate attitudes within the parameters of the learning outcomes. Student performance is evaluated using the clinical grading tool and/or a performance rubric.

RULES OF CONDUCT IN THE SIMULATION AND SKILLS LABORATORIES

Strict adherence to lab rules is enforced. Students who are noncompliant will be asked to leave the learning environment. **The same clinical dress code and professional behavior standards required for direct care clinical settings must be adhered to in the campus laboratory setting.**

1. Food and beverages are allowed only in designated areas. No food or open container beverages are allowed near the computer workstations or laboratory equipment.
2. Medical equipment, tape, or topical medications must be removed from the manikin(s) at the end of the simulation session.
3. No ink pens or markers are allowed near the manikins.
4. Items that may be reused must be cleaned and returned to the storage area. All learning spaces must be left in a neat and orderly condition.
5. All beds must be in the low and locked position with straightened linens after each use. Side rails must be raised if a manikin is in the bed.
6. No equipment or supplies may be removed from the area.
7. Equipment damage or malfunction should be immediately reported to the instructor.

COMPETENCY DEMONSTRATION GRADING

Competencies are typically introduced in the classroom and practiced in the clinical setting. Preparation for clinical experiences often includes practice outside of clinical hours and advance completion of written assignments that are graded according to specific rubrics. Basic competence is determined according to specific learning outcomes linked to the clinical grading tool. Assignments vary by semester and are outlined in the respective course syllabus. Successful completion of all competencies is necessary for progression in the nursing program.

1. Competency performance is carried out on designated days on the clinical calendar. Competency demonstrations are not considered a time for practice, nor will procedural questions be answered.
2. Competency demonstrations are timed. After the allotted time, the session will be stopped and the student will receive the grade earned up to that point.
3. Unless otherwise instructed, students are not allowed to use worksheets during competency demonstrations, nor are peer cues or directives permitted. Referring to worksheets or receiving cues from peers will result in failure of the skill.
4. A grade of 75 percent or higher is required to pass each competency. Students who fail to demonstrate competency at the required level on the first attempt will receive an initial grade of 66%. One repeat demonstration is allowed and must be performed in the presence of the designated faculty. The student must schedule the repeat demonstration at least one week following the failed demonstration. The student is responsible for the cost of supplies used for repeat demonstrations. The initial grade of 66% and the repeat grade are averaged together for the final competency grade. If the student fails to demonstrate competency on the repeated attempt, a meeting must be scheduled with the nursing director and appointed faculty. The student will present a remediation plan and the faculty team will determine if the student is allowed to remain in the course.
5. Opportunities to perform skills in the clinical setting are limited; therefore, the student must successfully complete graded demonstrations in a timely manner. Failure to demonstrate competency on the first attempt will result in a **three point** deduction on the clinical grading tool for each day the student is unable to perform the skill in the clinical setting, and until which time the competency is successfully demonstrated or a remediation plan is approved.

CLINICAL GRADING

Evaluation of student achievement of learning outcomes in clinical is carried out in a variety of ways: performance, documentation, simulation preparation, competency demonstration, concept exploration, reflection, and completion of a capstone project each semester.

Clinical Component	NURS 1100	NURS 1200	NURS 2300	NURS 2400
Performance	75 points	75 points	75 points	75 points
Documentation	25 points	25 points	25 points	25 points
Performance & Documentation Total	<i>Weighted:</i>	<i>Weighted:</i>	<i>Weighted:</i>	<i>Weighted:</i>
	70%	75%	80%	85%
Simulation & Competencies	25%	20%	15%	10%
Capstone Project	5%	5%	5%	5%
Clinical Total	100%	100%	100%	100%

Student behavior and written clinical assignments allow for outcomes-based evaluation of clinical performance. Both factors are taken into consideration when assessing clinical performance and are reflected on the clinical evaluation tool.

A point system is used to evaluate clinical performance. The student begins each clinical rotation with a 100-point allotment: 75 points are allocated for clinical performance, while up to 25 points may be earned for written work. The student must maintain 75 points in the clinical performance/documentation portion of the total clinical grade in order to continue in clinical and progress to the next semester nursing course.

Accurate and thorough documentation of patient care is an essential part of nursing practice, while incomplete documentation is considered to be evidence of inadequate care. A daily charting grade of less than 75 points will result in deduction in clinical performance points on the clinical grading tool.

Evaluation of student performance in the clinical area is documented in the online gradebook using the rating system described below:

Fully Meets Learning Outcomes (M) (-0 Points)

Student functions safely with occasional supportive cues; makes expected observations; assumes responsibility for assignments; accepts additional learning experiences; quality of performance is reliable and efficient for level of knowledge and according to developmental level.

Partially Meets Learning Outcomes (PM) (-1 Point)

Student functions safely, but requires some supportive cues; expected observations are usually made; student provides basic care required to keep patient safe, however, the student may miss important procedural steps. Student is performing as expected for developmental level, but not without some directive cues. *Repeated behaviors after supportive cues are subject to MM or U ratings with corresponding point infractions.*

Minimally Meets Learning Outcomes (MM) (-2 Points)

Student functions at a marginally safe level and directive cues are frequently required to maintain standards of care; does not make obvious observations related to patient care; is hesitant about accepting responsibility; is hesitant to accept additional learning experiences; demonstrates minimally acceptable professional clinical conduct; staff, patient, and/or family may express dissatisfaction with the care provided or not provided. Student may miss important procedural steps and/or has been warned in the past without a change in behavior. Student is barely meeting expectations for developmental level.

Learning Outcomes are Unmet (U) (-3 Points)

Student is unsafe or functions at a level where directive cues may or may not alter the behavior; does not accept responsibility (blames others, is dishonest); is hesitant or declines to accept additional learning experiences; demonstrates unprofessional clinical conduct; staff, patient, and/or family is dissatisfied with the care provided or not provided; quality of performance is unreliable, indifferent, and incomplete. Student is not performing as expected for developmental level and is unable to consistently perform previously learned competencies in a safe manner. Learning outcomes are considered unmet when student behavior has been corrected in the past, yet behavior has not improved.

Cues

Cues are provided by the instructor to maintain or encourage the student's performance.

Supportive Cues: Those that encourage, support, or reinforce, but do not change or direct what the student does or says.

Directive Cues: Verbal and/or physical; those that indicate what to do or say next, or those that correct an ongoing activity.

Clinical experiences are incorporated into courses as a means for applying content explored in the classroom and to facilitate the application of the nursing process in the care of patients. Stages of development defined by the faculty guide appropriate and consistent evaluation of student performance in each semester. Performance expectations increase as the student progresses in the program. Students are expected to utilize knowledge and skills gained from previous courses, while demonstrating clinical behavioral expectations of the present course.

Student Developmental Level	
Semester 1: Beginning	In the first semester, the beginning nursing student is accountable for his or her learning and begins to gather evidence and apply it to scenarios in a basic way. Conceptual learning is demonstrated by active engagement in purposefully designed activities and assessments. The beginning student may focus on one concept at a time and may not recognize most patterns and deviations. Utilization of the nursing process in the provision of safe, quality care is an expectation and is based upon competency attainment according to safety standards within the professional scope of practice. The beginning student must exhibit a clear sense of self within the context of the nursing role in order to communicate effectively and promote health and wellness across the lifespan through patient centered, culturally sensitive care.
Semester 2: Developing	In the second semester, the developing nursing student is accountable for his or her learning and uses technology to seek and incorporate evidence into scenarios. Ongoing conceptual learning is demonstrated by active engagement in purposefully designed activities and assessments. The student is able to recognize patterns and relationships among concepts, but may have gaps, while noticing obvious findings and deviations. The student is able to identify risks. Utilization of the nursing process in the provision of safe, quality care is an expectation and is based upon competency attainment according to safety standards within the professional scope of practice. The developing student begins to explore behaviors central to the leadership role and practices interdisciplinary communication and delegation in the provision of patient centered, culturally sensitive nursing care for those living with chronic conditions.
Semester 3: Accomplished	In the third semester, the accomplished nursing student is accountable for his or her learning and proficiently uses technology when incorporating evidence into scenarios. Ongoing conceptual learning is demonstrated by active engagement in purposefully designed activities and assessments. The accomplished student is able to identify concepts and their relationships as they apply to patient scenarios. Pattern recognition may be limited to identification of the most obvious findings and deviations, and assessment is guided by data. The student is able to predict risks and plan and implement care aimed at reducing risk and improving outcomes. Utilization of the nursing process in the provision of safe quality care is valued and based upon competency attainment according to safety standards within the professional scope of practice. The accomplished student continues to explore behaviors central to the leadership role and practice interdisciplinary communication and delegation when managing patient centered, culturally sensitive nursing care for those living with acute conditions.
Semester 4: Exemplary	In the fourth semester, the exemplary nursing student is accountable for his or her learning and proficiently uses technology when assimilating evidence into various scenarios. Conceptual learning mastery is demonstrated by active engagement in purposefully designed activities and assessments. Pattern recognition expands to identification of the most subtle findings, and data is used to guide assessment and analyze risk. Utilization of the nursing process in the provision of safe, quality care is valued and based upon competency attainment according to safety standards within the professional scope of practice. The exemplary student continues to demonstrate behaviors central to the leadership role and to practice interdisciplinary communication and delegation when managing patient centered, culturally sensitive nursing care for those living with complex conditions.

WRITTEN ASSIGNMENTS DUE DATE

1. All assigned papers must be submitted in order to progress to the next semester. Late formal papers are subject to a **10% deduction** for each day late up to a maximum of three days. After three days, late papers must still be turned in; however, a grade of zero is recorded. Examples of formal papers subject to this policy include: capstone projects, teaching plans, and papers requiring APA formatting.
2. Nursing documentation due dates and times are determined by the respective clinical instructor. Late submission results in a **daily point deduction from the clinical performance** grade for up to three days per late assignment. After three days, a grade of zero is recorded for the assignment. Examples of clinical assignments subject to this policy include: clinical nursing documentation, competency worksheets, concept exploration assignments, and simulation reflection.

POST CLINICAL CONFERENCE

Students are expected to participate in post clinical conferences and self-reflection activities. These activities are a means of assisting students in evaluating their effectiveness in the clinical area, and will help faculty to determine the level of understanding and response to clinical events in order to provide appropriate, individualized learning experiences and feedback.

PROGRESS REPORTS

The clinical instructor maintains students' evaluation records. Students are required to review the clinical instructor's evaluation of their clinical performance weekly. Using the online gradebook, students should be well-informed of their progress at all times. Questions regarding classroom or clinical progress should be directed to the instructor or faculty mentor.

EXPOSURE TO BLOOD AND BODY FLUIDS

Students in the clinical area face a risk of exposure to bloodborne pathogens. Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans.

In the event an exposure occurs, the student is advised to take the precautions listed below. *Students are responsible for costs that may be incurred related to exposure.* All actions are held in strict confidence.

1. Immediately flood the exposed area with water and clean any wound with soap and water or a skin disinfectant, if available.
2. Notify the clinical instructor immediately; however, do not delay evaluation and treatment.
3. Have blood work drawn to determine baseline hepatitis B (HBV), hepatitis C (HCV), and human immunodeficiency virus (HIV) status.
4. Receive follow-up care from a qualified healthcare provider.
5. Receive follow-up blood work and counseling from the public health nursing office.

SMOKING AND TOBACCO USE

The nursing program promotes the health and well-being of all individuals. In the interest of reducing harm from tobacco use and second-hand smoke, providing an environment that encourages persons to be tobacco-free, reducing long-term healthcare costs and promoting a culture of wellness, the program

strictly prohibits the use of **all** tobacco products and smoking instruments in the educational setting, including classroom, laboratory, and clinical areas.

HEALTH AND SAFETY

Students must have the cognitive and physical ability to meet course outcomes and render nursing care with reasonable skill and safety. The student is responsible for advising the faculty of any acute or chronic health conditions or infectious diseases that may interfere with academic or clinical progress. The faculty reserves the right to restrict the student's clinical practice when a health related problem, or potential problem, exists. Students must adhere to the health and safety rules and regulations of assigned clinical agencies.

In the event of extended interruption of classroom or clinical activities due to hospitalization or health related circumstances, the student will be required to provide a written statement from a qualified healthcare professional regarding any restrictions or required accommodations before being allowed to resume classroom and clinical activities.

LIABILITY INSURANCE

The college carries liability insurance for nursing students in the clinical setting. However, students who choose to work in a healthcare setting outside the nursing curriculum are **not** covered and should check with their employer regarding individual professional liability requirements.

HEALTH INSURANCE

Students are **not** provided personal health insurance coverage by the college or the clinical agency. In the event of illness or injury to the student while in the educational environment, the student is responsible for charges.

TRANSPORTATION TO CLINICAL SITES

Students must provide their own transportation to and from clinical sites. Travel requirements vary for each clinical course. Some clinical experiences begin as early as 5:30 a.m. and end as late as 10:30 p.m. The college does not assume any responsibility for incidents or accidents related to travel to and from clinical sites.

CANCELLATION OF CLASSES

Students may be excused from classes or clinical in the event of hazardous weather conditions or other emergencies. In that event, it is the instructor's responsibility to contact students with relevant information. Classes located on college campuses may only be canceled by the president's office or designee. Students should listen to local radio broadcasts or public media. Students will also be issued notifications via the Rustler Alert system.

TEXTBOOKS AND REQUIRED RESOURCES

A list of required resources is listed in each course syllabus. A book list that includes ISBN numbers and pricing can be found at the college website. Students are required to have the necessary resources

during all classroom and clinical sessions. Nursing textbooks and resources are used throughout the two-year program of study. The initial purchase in the first semester of the program is the most costly.

The college bookstore is located on campus in the Student Center. Textbooks and other course materials and supplies are available there. For bookstore assistance, call 307-855-2201 or toll free 800-735-8418, extension 2201.

FACULTY MENTORING

Nursing faculty are available during posted office hours and by appointment to support students throughout enrollment in the program. During the first semester, this process is more formalized and the student is required to be in contact with an assigned faculty mentor every one to two weeks. Prescribed topics, such as ATI, theory and clinical performance, and the student's educational goals are discussed. Time may also be spent working on difficult concepts the student is struggling with. For ongoing communication purposes, a record of mentoring sessions is kept on file until the student exits the program.

ACADEMIC ADVISING

Upon registration, each nursing student is assigned a nursing advisor to assist with planning their program of study and to ensure degree requirements are met. Either the faculty advisor or the student may request appointments, but regular meetings are the student's responsibility to schedule. In the event the assigned nursing advisor is not available, the nursing director or college academic advisor may assist with advising issues.

STUDENT CONCERNS

If a problem arises, the student is encouraged to seek guidance from their faculty advisor who will help the student to determine if resolution should be sought through conference with the faculty team. If the problem is not resolved at that level, the student may request a meeting with the nursing director and division dean in that respective order. The dean will work with the student to find a mutually acceptable resolution.

FORMAL COMPLAINTS

Students with unresolved complaints first brought forward through informal channels have the right to initiate a formal grievance process in accordance with the Student Academic Grievance Process found in the current CWC Student Handbook. In the event the formal process is initiated, records will be maintained in the nursing office through the next program accreditation review and will include the written complaint, documentation of the process, and evidence of resolution.

NURSING PROGRAM COSTS

Cost considerations during enrollment in the two-year program include, but are not limited to, tuition and fees, course fees, required resources and textbooks, background check, required immunizations and laboratory work, school uniform, and transportation to and from clinical agencies.

Additionally, students should expect the following expenses in the final semester of the program: NCLEX-RN test fee, board of nursing application processing fee, and the distinctive nursing school pin.

EMERGENCY STUDENT LOAN

Short-term nursing student emergency loan funds may be available. For detailed information, contact the business office at the college.

NURSING SCHOLARSHIPS

Students should refer to the college website for a listing of general and nursing program specific scholarships. Eligibility requirements vary from scholarship to scholarship. Detailed information is also available in the financial aid office.

The nursing scholarship committee determines program specific scholarship award recipients based on criteria set forth by the donor. Award recipients are notified in writing. All nursing students are strongly encouraged to complete the Free Application for Federal Student Aid (FAFSA) and the online CWC scholarship application form.

WYOMING INVESTMENT IN NURSING PROGRAM

The WylN Program is funded by the Wyoming legislature and provides financial assistance for enrolled nursing students. Loans are intended to assist with unmet need, which can vary greatly from one student to another. There is a predetermined maximum annual award. The student may be eligible to receive the loan for each year of their degree program if qualifying criteria are met. Nursing students agree to repay the loan by working as a licensed nurse in Wyoming after graduation for a specified time. Students accepted to the nursing program will be sent WylN Program information by the college financial aid office.

RETENTION OF RECORDS

INSTITUTIONAL RECORDS

Central Wyoming College adheres to the rules and procedures set forth in the United States Government Family Educational Rights and Privacy Act (FERPA). (See current CWC Catalog--Student Privacy). The College maintains archives to preserve the availability of official records that have long-term or historical significance. The records office manages maintenance and archival of students' records.

NURSING ACADEMIC RECORDS

Electronic copies of examinations and written assignments are maintained for one year after the student exits the program. Some records may be kept as examples for future reference at the discretion of the nursing director and faculty.

IMMUNIZATION RECORDS

Students' immunization and health records are kept on file in the nursing office at the college during enrollment in the program and returned to exiting students.

LICENSURE REGULATIONS

Only graduates of state board approved nursing programs are eligible to take the National Council Licensure Examination (NCLEX). A passing score must be achieved to earn the legal title of *Registered Nurse*. Admission to or completion of the nursing program is not a guarantee of licensure.

In Wyoming, the Board of Nursing protects the public by screening candidates for licensure in order to identify potentially unsafe nurses. The law provides for denial of licensure for acts that are substantially related to nursing qualifications, duties, or abilities. Applicants for licensure must fully disclose all criminal convictions to the Board. In part, the regulation taken from The Nurse Practice Act states, "The board of nursing may refuse to issue or renew, or may suspend or revoke the license, certificate, or temporary permit of any person, or to otherwise discipline a licensee, upon proof..." The complete regulation may be viewed at <https://wsbn.wyo.gov/licensing>.

TRANSCRIPT REQUEST FOR NCLEX APPLICATION

An official college transcript must be sent by the CWC records office directly to the Board of Nursing upon program completion. The nursing director reviews the process with candidates in the final semester. The student is responsible for requesting official transcripts online at <http://www.cwc.edu/transcripts/> and a nominal fee will be charged.

REFERENCE AUTHORIZATION

Current and former students may request a letter of recommendation or verbal reference from faculty for the purposes of employment, scholarship, etc. A reference authorization form is available in the nursing office and must be completed by the student authorizing faculty to consult educational records and share information with outside parties.

PINNING CEREMONY

A pinning ceremony is held each year for nursing graduates. Only nursing program graduates are entitled to purchase the distinctive school pin. Information regarding pin orders is provided in the last semester.

The awards listed below are presented at the pinning ceremony. Award recipients are determined by the faculty based on established criteria.

Academic Excellence in Nursing

Awarded to the graduate with the highest average theory grade earned in all nursing courses required to receive an Associate Degree in Nursing at Central Wyoming College.

Clinical Excellence in Nursing

Determined by the average of clinical grades earned in those nursing courses with a clinical component at Central Wyoming College. The recipient of this award demonstrates patient advocacy, initiative, and self-direction related to the delivery of patient care.

Nursing Excellence

Presented to a Riverton graduate with unique attributes to offer to the profession of nursing. This individual demonstrates compassion, warmth, and genuineness toward patients, fellow students, and staff. The recipient of this award accepts and delegates responsibility in a positive and effective manner, and has inspired communication and cooperation in group work.

Heather Paul Nursing Excellence

Awarded to the Jackson graduate with unique attributes to offer to the profession of nursing. This individual demonstrates compassion, warmth, and genuineness toward patients, fellow students, and staff. The recipient of this award accepts and delegates responsibility in a positive and effective manner, and has inspired communication and cooperation in group work.

STUDENT NURSES' ASSOCIATION

The SNA is a pre-professional association for pre-nursing and enrolled nursing students. The purpose of the Association is to encourage leadership and teamwork among nursing students, facilitate collegial communication, and promote health within the community. Each year the SNA organizes projects, activities, and fundraisers that offer leadership experience and educational opportunities, and contribute to the community. Students are encouraged to become active participating members of the SNA since membership establishes a means of preparing them to function as contributing members of the nursing profession and society.

At the beginning of the academic year, incoming nursing students are oriented to the Association. Members have the opportunity to hold office and act as a liaison to fellow students and faculty members. Officers are elected each spring from the first-year nursing cohort.

STUDENT REPRESENTATION ON FACULTY COMMITTEE

Students at each level will select peers to serve as student representatives during monthly meetings of all nursing faculty. These representatives serve as a communication link between the student body and the nursing faculty. Students' concerns should be shared with their representatives, who, in turn, will present them at faculty meetings for discussion. Responses and suggested solutions to concerns are then taken back to the student body by the representatives. Student representatives will be notified of faculty meeting dates and times in advance.

CHANGE OF NAME OR ADDRESS

The student is responsible for notifying the nursing office and the records office at the college of any changes in contact information.

EMPLOYMENT

CWC assumes no responsibility for nursing students employed in a healthcare agency. Students in an employment setting have a personal and professional responsibility to engage in only those activities which fall within the job description for nonprofessional workers, and should refuse participation in activities that he or she has not been legally licensed to perform.

Nursing school requires a lot of time and energy. A commitment to spend considerable time studying is necessary to succeed. Although it may be necessary for students to be employed while in school, the faculty recommends only part-time employment to allow the time to study.

CHILDREN ON CAMPUS

Under normal circumstances, students may not be accompanied by children or other family members in the educational setting, including classrooms and labs. This is intended to eliminate situations in which the extended presence of a family member may hinder the orderly functioning of the academic environment. Students who fail to comply are subject to disciplinary action as determined by the faculty team and nursing director.

COMPUTER ACCOUNTS

The college does not have any obligation to ensure computer access. Computers are available in designated on-campus labs and at the outreach centers during specified hours.

CWC computers, facilities, and networks are for providing academic and administrative support to students, faculty, and staff at the college. By logging in to the CWC online classroom, you are acknowledging and authorizing CWC to release to other students enrolled in the class your name and email address in order to enable collaboration among the group. Users are responsible for information created, received, and sent on the system. Misuse may result in immediate termination of the right to use college computers.

PHOTOCOPYING SERVICES

Limited photocopying services for students is provided by the nursing office when materials are for educational purposes.

COURSE DESCRIPTIONS

NURS 1100 – Professional Nursing Care in Health Promotion. 8 credits

This course introduces the learner to the concepts of health promotion, safety, clinical judgment, leadership, patient centeredness, and professionalism. Health promotion includes learning about self-health and health in children, adults, older adults, and the family experiencing a normal pregnancy. Learners will value evidence about healthy lifestyle patterns and risk factors for disease and illness, apply growth and development theory, develop therapeutic relationships, conduct an age-appropriate and culturally sensitive health assessment, and promote health using the nursing process and standards of professional nursing. Prerequisites: Acceptance into the nursing program; completion of, or concurrent enrollment in ZOO 2025. (5 lect., 8 hours clinical per week)

NURS 1110 – Pharmacology in Health Promotion. 1 credit

This course guides the learner in applying the concepts of health promotion, safety, clinical judgment, leadership, patient centeredness, and professionalism in the exploration of basic pharmacological principles that include the mechanism of action, therapeutic responses adverse effects, and potential interactions of selected classes of drugs. The nursing process provides the framework for the study of therapeutic administration of common health-promoting and preventative medications, with emphasis on healthcare provider responsibilities, interprofessional teamwork, development of safe medication administration practices, and patient education for promotion of self-care. Prerequisites: Acceptance into the nursing program; completion of, or concurrent enrollment in ZOO 2025 and NURS 1100. (1 lect.)

NURS 1200 – Professional Nursing Care of the Patient with Chronic Illness. 8 credits

This course introduces the learner to the patient and family with chronic illness using the concepts of health promotion, safety, clinical judgment, leadership, patient centeredness, and professionalism. Learners will use caring behaviors, therapeutic communication, and advocacy when providing care to patients with chronic illness across the lifespan. The learner will identify the roles and values of the members of the interprofessional healthcare team. The patient and family lived experience is emphasized. Prerequisites: Completion of NURS 1100 and NURS 1110; completion of, or concurrent enrollment in PSYC 1000. (4 lect., 12 clinical hours per week)

NURS 1210 – Pharmacology in Chronic Illness. 1 credit

This course guides the learner in applying the concepts of safety, clinical judgment, leadership, patient centeredness, and professionalism in the exploration of pharmacological principles that include the mechanism of action, therapeutic responses, adverse effects, and potential interactions of the selected classes of medications. The nursing process provides the framework for the study of therapeutic

administration of medications commonly used to treat various chronic health conditions. Healthcare provider responsibilities, interprofessional teamwork, safe medication administration practices, and patient education are emphasized for overall health maintenance. Prerequisites: Completion of NURS 1100 and NURS 1110; completion of, or concurrent enrollment in PSYC 1000. (1 lect.)

NURS 2300 – Professional Nursing Care of the Patient with Acute Illness. 8 credits

This course introduces the learner to the patient and family with acute illness using the concepts of safety, clinical judgment, leadership, patient centeredness, and professionalism. Learners will use caring behaviors, therapeutic communication, and advocacy when providing care to patients with acute illness across the lifespan. The learner will facilitate the effectiveness of the interprofessional healthcare team. The patient and family lived experience is emphasized. Prerequisite: Completion of NURS 1200 and NURS 1210. (3 lect., 16 hours clinical per week)

NURS 2310 – Pharmacology in Acute Illness. 1 credit

This course guides the learner in applying the concepts of safety, clinical judgment, leadership, patient centeredness, and professionalism in the exploration of pharmacological principles that include the mechanism of action, therapeutic responses, adverse effects, and potential interactions of the selected classes of drugs commonly prescribed for patients who are acutely ill. The nursing process provides the framework for the study of therapeutic administration of medications commonly used to treat various acute conditions. Healthcare provider responsibilities, interprofessional teamwork, safe medication administration practices, and patient education are emphasized for overall health stabilization and improvement. Prerequisites: Completion of NURS 1200 and NURS 1210. (1 lect.)

NURS 2400 – Professional Nursing Care of the Patient with Complex Illness. 8 credits

This advanced course introduces the learner to the patient and family with complex illness using the concepts of health promotion, safety, clinical judgment, leadership, patient centeredness, and professionalism. This semester is focused on the vulnerable patient, which could include multisystem acute and chronic disease processes, and physiological, mental, and socioeconomic factors that put the patient at risk. The patient and family lived experience is emphasized. Prerequisites: Completion of NURS 2300 and NURS 2310. (3 lect., 16 clinical hours per week)

NURS 2410 – Pharmacology in Complex Illness. 1 credit

This course guides the learner in applying the concepts of safety, clinical judgment, leadership, patient centeredness, and professionalism in the exploration of pharmacological principles that include the mechanism of action, therapeutic responses, adverse effects, and potential interactions of the selected classes of drugs commonly prescribed for patients with complex illnesses. The nursing process provides the framework for the study of therapeutic administration of medications commonly used to treat various acute conditions. Healthcare provider responsibilities, interprofessional teamwork, safe medication administration practices, and patient education are emphasized for overall health stabilization and improvement. Prerequisites: Completion of NURS 2300 and NURS 2310. (1 lect.)

NURSING PROGRAM EVALUATION

Components of the nursing program are evaluated on a regular basis in an online format. Individual responses remain anonymous upon submission and only the evaluation tally is provided to the respective faculty and program director for review. Data gathered assists in providing quality course design and instruction, and will facilitate professional growth and development in faculty.

Evaluation of Course by Student

Nursing courses are evaluated by students at the completion of the course.
Form: Evaluation of Course (nursing form)

Evaluation of Classroom Instructor by Student

Instructors are evaluated by students on effectiveness of classroom teaching at the completion of the course. Tenured instructors are evaluated in at least one course per semester at the discretion of the nursing director.

Form: Evaluation of Classroom Instructor (nursing form)

Evaluation of Clinical Agency and Instructor by Student

Evaluation of the clinical experience, including the clinical agency and clinical instructor, is completed by students at the completion of each clinical rotation.

Form: Evaluation of Clinical Experience by Student (nursing form)

Evaluation of Clinical Simulation by Student

The clinical simulation laboratory component is evaluated by students at the completion of the course.

Form: Evaluation of Clinical Simulation (nursing form)

Evaluation of Nursing Program by Student

Nursing graduate candidates evaluate the nursing program near the completion of fourth-semester courses.

Form: Evaluation of Nursing Program (nursing form)

Evaluation of Course by Instructor

Nursing courses are evaluated by the respective faculty team at the completion of each course to demonstrate consistency with the program philosophy, outcomes, and curriculum framework.

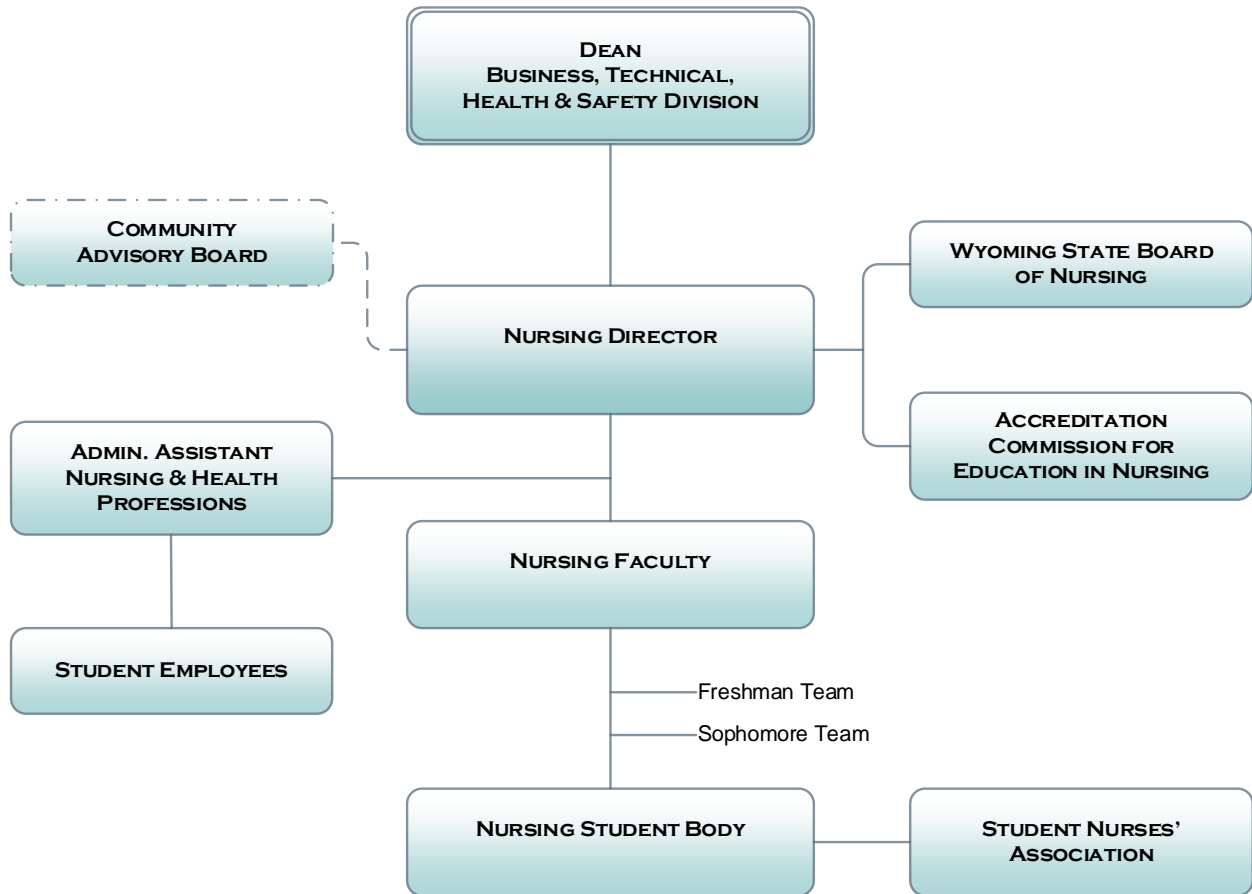
Form: Course Evaluation Table (nursing form)

OUTCOMES ASSESSMENT

Assessment occurs throughout the program and upon program completion. Student participation is expected. Data collected includes, but is not limited to the following:

- Demonstration of CWC student attributes
 - Critical and creative thinking
 - Communication skills
 - Diversity
 - Self-directed learning
 - Technological/information literacy
- Nursing skills acquisition
- End-of-program student learning outcomes
- Program selection data
- Program completion rate
- Program satisfaction data
- NCLEX-RN pass rate
- Job placement data

NURSING PROGRAM ORGANIZATIONAL CHART



_____ Direct Authority
 - - - - - Advisory Function

ACCREDITATION

The Central Wyoming College Associate Degree Nursing Program is fully approved by the **Wyoming State Board of Nursing**, 130 Hobbs Avenue, Cheyenne, WY 82002; (307) 777-7601. <https://wsbn.wyo.gov>

Additionally, the Central Wyoming College Associate Degree Nursing Program is accredited by the **Accreditation Commission for Education in Nursing**, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; (404) 975-5000. www.acenursing.org

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