



College of Nursing

WASHINGTON STATE UNIVERSITY | COLLEGE OF NURSING

Undergraduate Student
Handbook & Technical Standards
2021 | 2022

WELCOME

Welcome to the College of Nursing at Washington State University! We offer BSN, MN, DNP, and Ph.D. degrees in Nursing, as well as professional certificates in nursing education, leadership, and public health. Our goal is to train tomorrow's nurses who are compassionate caregivers, excellent leaders, nurse scientists, and nurse educators who make valuable and lasting contributions in their communities. To achieve this goal, the College of Nursing programs are rigorous but student-focused, are technologically enhanced, and personalized. You will be challenged but also nurtured to develop professional nursing competencies expected for your degree level.

The policies and procedures identified in this handbook are specific to the undergraduate nursing programs. Where appropriate, we reference the university-specific policies and student responsibilities as well. Please read the catalog and this handbook carefully and refer to them throughout your program of study here. Our college's Center for Student Excellence will provide you with support and guidance to meet the requirements of the program in which you are enrolled. Faculty advisors will guide you in developing your professional identity. Being a nursing student is a full-time endeavor and requires your full attention and effort to succeed.

For undergraduate students, the [WSU General Catalog](#) contains additional general policies on admissions and programs. Failure to follow these policies and observe the degree requirements inevitably results in complications and could delay or jeopardize completion of your degree.

Most agree that the time they spent in nursing school was some of the most challenging and rewarding in their life. Immerse yourself in the experience and take full advantage of the professional opportunities coming your way. Your time here will be filled with personal and professional growth, challenge, change, and accomplishment.

Mary Koithan
Dean & Professor

The College of Nursing (CON) Undergraduate Handbook provides students with the information necessary to navigate through the undergraduate programs in nursing at Washington State University (WSU). The policies and procedures in this handbook have been officially approved by our faculty and are consistent with WSU regulations. This handbook was developed to be used in conjunction with WSU's [Academic Relations](#) and [Policies and Procedures](#).

Students are responsible for familiarizing themselves with and following the guidelines in all sources. The CON will aid students in understanding the rules and regulations in all documents but ultimately, responsibility for compliance rests with each student.

The handbook changes in some respects every year, therefore, the handbook distributed as a student enters the program governs the student's studies and degree requirements. Specific forms, web sites, and other materials described herein or included in the appendices are subject to modification. As forms are updated, they will be made available to students.

While students should rely on this handbook in planning their program, in the unlikely event that language contained herein conflicts with WSU policies and procedures, the policies outlined in this handbook are subservient to those outlined by Washington State University.

September 2021

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SECTION I: ORGANIZATION & GOVERNANCE

Mission

The College of Nursing at Washington State University delivers excellent academic programs and engages in research and service in partnership with educational institutions and community stakeholders. Nursing and interprofessional education are delivered locally and globally to advance nursing science, education, and practice to enhance health and quality of life. The college functions as an integrated, multi-campus system. Working across campuses, initiatives in education, research, and service strengthen the assets of each campus as well as the college.

Vision

The Washington State University College of Nursing will be recognized as a leader in transforming healthcare now and for future generations.

Values

The Washington State University College of Nursing embraces the core values of integrity, caring, altruism, social justice, and maximizing health potential. To realize these values, the college embraces diversity and equity, inquiry and scholarship, engagement and application, community partnerships, leadership, and stewardship.

Goals

- Create an inclusive environment that reflects the mission, vision, and values of the college.
- Develop and implement high-quality, innovative undergraduate and graduate education.
- Promote nursing and interprofessional research and evidence-based practice.
- Provide leadership in the transformation of healthcare.

Diversity Statement

The WSU College of Nursing promotes diversity and an environment that embraces and honors all individuals. Everyone is encouraged to explore, understand, and appreciate similarities and differences including, but not limited to: abilities, age, culture, ethnicity, family structure, gender identity, geographical location, race, religion, sexual orientation, socioeconomic status, and spirituality.

An inclusive and supportive climate is fostered through education, practice, service, advocacy, research, and initiatives to support the mission of the College. We are committed to actions that support the spirit of this resolution.

SECTION II: PROGRAMS

The College of Nursing (CON) at Washington State University (WSU) offers the following undergraduate programs:

BSN Pre Licensure

The pre-licensure [Bachelor of Science in Nursing \(BSN\)](#) degree program prepares students with a blend of course work, skills practice, simulation, and clinical experience. Students will learn foundational skills and theories in class. Critical thinking and nursing skills are developed in the practice lab working with preceptors in a safe, controlled environment. Simulation – either using high-fidelity mannequins or staged with real people – allows students to learn clinical skills, as well as lessons in communication, teamwork, and crisis management. In addition to hours in the practice and simulation lab, students will log more than 950 hours in clinical settings outside the college, all in preparation for a successful nursing career.

Pre-licensure students are admitted with junior standing (60 semester credits / 90 quarter credits), including [BSN prerequisites](#). All BSN students attend class full-time on campus. Part-time study options are not available. The BSN program takes four semesters to complete. Applicants apply via [NursingCAS](#), documenting all [admission requirements](#).

- [BSN Program Delivery](#)
- [BSN Outcomes](#)
- [BSN Curriculum \(Appendix K\)](#)

RN-BSN

The [Registered Nurse to Bachelor of Science in Nursing \(RN-BSN\)](#) program is a degree completion program for licensed RNs. Geared towards working professionals, the program is offered in a flexible, mostly online format. The RN-BSN program includes course work in assessment, research, informatics, leadership, management, ethics, mental health and community health.

The new RN-BSN replaces on-site, precepted clinical hours with practice experience hours gained by completing a community/population health project and an independent study project. Students apply and integrate the theoretical content from previous courses to an area of nursing practice of special interest to the student in the last semester of their program of study. The problem-based projects focus on one of the four pillars of the RN-BSN program: Evidence-Based Practice, Informatics, Population/Community Health, or Leadership/Management.

Most RN-BSN students take 12-18 months to complete the 30-credit program of study. Applicants apply via [NursingCAS](#), documenting all [admission requirements](#).

- [RN-BSN Program Delivery](#)
- [RN-BSN Outcomes](#)
- [RN-BSN Curriculum \(Appendix L\)](#)

SECTION III: ADVISEMENT & PROGRESSION

Advising

At the direction of the Director of the Center for Student Excellence (CSE), each admitted BSN and RN-BSN student will be advised by both staff and an assigned faculty mentor. The responsibilities of the advisor team members will be complimentary and may differ from student to student, based on individual need.

CSE staff help students by:

- Creating programs of studies and facilitating degree verifications
- Providing registration guidance each term, including course and section numbers
- Applying and removing advising holds
- Guiding processes and policies, including that for onboarding and admission to programs
- Referring students to appropriate resources and opportunities
- Facilitating safe and private spaces for advising, including spaces where a student otherwise does not know with whom to speak or where to start
- Collaborating with faculty mentors by referring students to them for theory or clinical concerns

Deferral of Admission

Applicants accepted to the BSN program must matriculate in the semester in which they are accepted; however, rare circumstances may emerge that result in a one-semester deferral decision. Circumstances for which a one-semester deferral may be granted, include but are not limited to:

- A newly diagnosed and/or severe medical condition
- An unanticipated family hardship
- A completion of military service

BSN Student Deferral Process

- BSN applicants who feel that they need a deferral decision must use their WSU email account to send their deferral request to the CSE Director at least six weeks prior to the start of the semester in which they were accepted.
- Notification of approval or rejection typically occurs within a week of deferral request. If approved, applicants will not need to reapply to the BSN program, unless deferral extends beyond one semester.
- Applicants on approved deferral must email the CSE Director of their intent to attend by October 15th for Spring start or by March 15th for Fall start.

RN-BSN Student Deferral Process

- RN-BSN applicants who feel that they need a deferral decision must use their WSU email account to send their deferral request to the CSE Director at least six weeks prior to the start of the semester in which they were accepted.
- Notification of approval or rejection typically occurs within a week of deferral request. If approved, applicants will not need to reapply to the RN-BSN program, unless deferral extends beyond one semester.
- Applicants on approved deferral must email the CSE Director of their intent to attend by October 15th for Spring/Summer start or by March 15th for Fall start.

Grading Policy

The College of Nursing applies the grading scale as outlined in [Academic Regulation 90](#), Grades and Grade Points from the [University Catalog](#). The minimum passing final grade for a graded nursing course is C (73%). For Satisfactory/Failing courses students must earn a Satisfactory grade.

Incomplete and X or Z Grade

- **I** (Incomplete) indicates that a grade has been deferred. It is for students who for reasons beyond their control are unable to complete their work on time. Students who receive an Incomplete grade have up to the end of the ensuing year to complete the course *unless* a shorter interval is specified by the instructor. If the Incomplete is not made up during the specified time or the student repeats the course, the I is then changed to an F.
- **X** denotes continuing progress toward completion of specialty courses. X grades are converted to S or to a letter grade upon completion.
- **Z** indicates the student earned a failing grade due to discontinued participation in a course without formally withdrawing from the course.

Incomplete Grade Documentation

Students receiving an Incomplete grade will receive a copy of the Instructor's Incomplete Grade Agreement. This document outlines the reasons for the Incomplete, the work which must be completed for the student to receive a grade, and the date by which the work must be submitted.

Satisfactory Program Progression

Students successfully progress in the program by successful completion of their coursework and exhibiting professionalism consistent with the ethics and academic policies outlined in this handbook. Successful students achieve learning outcomes sequentially within each course according to their syllabi requirements. Syllabi will specify the minimum standards of performance necessary or applicable to each course.

- All students are expected to review the below College of Nursing's Grading Policy Statement. Questions may be directed to the Program Director. Students must receive at least a C (73%) in both the theory and clinical components of a course to receive a passing grade for the course.
- In addition to having achieved a minimum passing grade of C in clinical laboratory courses, students must provide evidence of their ability to provide safe care to patients at **ALL** times. Failure to provide safe patient care may result in immediate withdrawal from both the theory and clinical components of a course and the entry of a grade of W or F for the entire course as the College of Nursing deems appropriate.
- Students who do not complete a required nursing course satisfactorily, that is, students who receive a grade of I, 72% or less (C- or less), or a withdrawal are not eligible to progress in the professional nursing major and necessitates in students repeating the course in its entirety.

Unsatisfactory Student Performance & Program Progression

Unsatisfactory Performance in a Course

Students who are not meeting a course's expectations are given formal notice through the Performance Improvement Plan (PIP) form. On the form, the instructor discusses the issue or concern, identifies the objective(s) the student is not achieving, and develops the recommended actions the student is to take to resolve the issue. The student can respond using the same form. Both the student and faculty sign the form, which is shared with the student's advisors to place in

the student's file. Students should make appointments to meet with their advisor to evaluate assistance needs, and students must comply with the plan of action described on the PIP form.

Unsatisfactory Performance in a Clinical Course

In a clinical course, if a student's performance is determined by a faculty member to be unsafe, the student may be removed from the clinical setting and given a failing grade for the evaluation, which may result in a failing grade in the course prior to the end of the term. A Performance Improvement Plan (PIP) form will also be completed.

Clinical activity deemed unsafe will also result in the student completing a clinical incident report. This report is submitted to the Program Director and course faculty. Course faculty complete the incident evaluation tool. Students who ultimately do not pass a course are required to complete additional steps to maintain their standing in the program.

Dismissal from Program

The College of Nursing may request a student's dismissal from the program for the following reasons:

- Failure to maintain satisfactory academic progression
- Engaging in unsafe practice (patient safety concerns or violations)
- Engaging in illegal or unethical conduct as outlined by the university's Standards of Conduct, the ANA's Code of Ethics, and all relevant clinical site-specific policies (including HIPAA)

Any student at risk of dismissal from the program will have received a Performance Improvement Plan (PIP) form outlining the concerns. If applicable, a Standards of Conduct violation from WSU's [Center for Community Standards](#) will also be included in the student's file. The Program Director will meet with the student to review the concerns and documentation prior to requesting dismissal. If dismissal is not recommended, the Program Director will provide the student with a written warning via email that will be included in the student's file. The student may also be required to complete mandatory remediation prior to returning to the classroom or clinical site which could include (but is not limited to) additional skills assessment, writing a paper, giving a presentation on an assigned topic, etc.

Readmission to the College of Nursing Program

All nursing students who have left the program, whether for personal, medical, academic, or non-academic reasons, must follow the process for readmission. Students who have not been disqualified upon departure from the College of Nursing and the University of Washington are eligible for readmission to their program.

Process for Readmission

Students seeking readmission to the first semester of their program are encouraged to work with an advisor before the incoming cohort of students is admitted, so that a space in the incoming class can be held for the student to be readmitted. Ten spots will be held for readmitted students, with those spots solidified following student confirmation with an advisor. If the program receives more than ten readmission requests, students will be randomly selected through a lottery system. The remaining students will be added to the wait list with the remaining cohort.

Readmission Submission Deadlines & Priority Order

A student seeking readmission to a first semester cohort would need to notify an advisor by October 15th for Spring or Summer readmission or March 15th for Fall readmission. Students who request readmission after these deadlines may have to wait for readmission until the following semester.

Readmission to second and beyond semesters will be determined by the availability of clinical seats in that semester. A student will be readmitted when a seat becomes available. Priority for seats will be given to students in the following order:

1. Current students who are progressing in good academic standing.
2. Students returning from approved medical leave of absence
3. All other students, including those who are returning for readmission or from a non-medical leave of absence

If there are multiple students with the same priority level for withdrawal, priority will be given to the student who has been absent from the program for the longer period of time.

Readmission Process Notes

- Remediation requirements will be determined by the instructor, including consideration of the length of absence from the program. If the student is gone for more than one semester (including absence from a summer semester), then the default expectation is for the student to enroll into NURS 499 concurrently with the return term. The College of Nursing will communicate the instruction and structure for that class, with the understanding that it is designed to entail 45 hours of work and must be completed prior to clinical engagement.
- Students may not participate in any classroom or clinical learning activities while waiting for readmission or pending a grade appeal.
- Per WSU's [Academic Regulation 34](#), a student may repeat a course no more than once. If a student feels that extraneous circumstances necessitate an additional repeat chance, they may file documentation to the college's Director of the Center for Student Excellence (CSE) explaining their reasoning behind the request to repeat a course more than once. This is a rare approval and must also be approved by the Undergraduate Admissions and Progression (UAP) committee and the Program Director. Information on this appeal to repeat a course more than once is found in **Appendix F**.
- Students who have been dismissed from the program due to patient safety concerns or unsafe or threatening behavior are not eligible for readmission to the program.
- Students who seek a medical withdrawal from the university should work with their advisor on the process. Please note that under no circumstances should the student submit medical documentation to the college unprompted.
- All students who step out of a program with clinical components will be required to re-affirm *prior to re-enrolling* that they meet the college's Technical Standards document found in **Appendix A**.

SECTION IV: ACADEMIC POLICIES & PROCEDURES

This section describes the policies, procedures, and professional standards governing students' progress through the undergraduate nursing curriculum across all CON campuses at Washington State University.

Academic progress policies apply to all campuses, affiliated sites, and curricular activities related to undergraduate nursing education.

Students are strongly advised to seek guidance from the Director of the Center for Student Excellence (CSE) regarding any circumstances that impact their ability to participate in the nursing curriculum and to do so before their academic performance is impacted. Each student has the responsibility to know these policies and use them in their decisions.

University Policies

It is important to distinguish University-wide policies and those specific to the CON. Students must abide by all policies in the [WSU Student Handbook for Community Standards](#) and the [Center for Community Standards](#) website as well as those pertaining to students in the [Executive Policy Manual](#).

College of Nursing Policies

College of Nursing students must also abide by the college-specific policies below.

ATI Standardized Exams

The Pre-licensure BSN program integrates the ATI (standardized exam) testing and remediation program in Pharmacology, Fundamentals, Medical Surgical, Pediatrics, OB, and Psychiatric. Remediation is required for all students who score less than a Level 2 on the practice exams. The ATI product provides the remediation activities recommended for individual students based on their testing report as well as an NCLEX preparation course at the end of the BSN program. The Policy on Standardized Course Exams (ATI) can be found in **Appendix O**.

Course Evaluations

At the end of each course, students will be asked to complete a course evaluation using the online learning management system (LMS). Each faculty member, their supervisor, and the Dean of the College of Nursing receive summaries of the student responses and comments. Data from course evaluations assist the faculty in self-improvement in their teaching methods. This information is also used as part of the process to determine faculty tenure, promotion, and salary increase. Due to the significant impact of these evaluations, students are asked to carefully weigh their assessments and evaluate each course fairly and accurately.

Waiving / Substituting a Nursing Course

Per [Academic Regulation 108](#), colleges and departments may substitute or waive college-level requirements for individual students. Students may request permission to waive a course if they can document successful completion of a similar course, including providing a syllabus of the course. The instructor of the potentially waived course will review the syllabus to be assured student learning outcomes were adequately covered in the completed course. The Center for Student Excellence (CSE) will also confirm that waiving the course will not affect graduation nor academic requirements. Next, the Program Director or Associate Dean of Academic Affairs may/may not approve the waiver request based on course instructor recommendation. The Nursing Course Waiver/Substitution Form can be found in **Appendix H**.

Attendance Policy

Regular and punctual attendance in class, laboratory, simulation, and clinical experience is required. Tardiness and/or failure to report to class, laboratory, simulation, or clinical experience can result in a lowering of the final course grade

or an administrative withdrawal from the course. In the event of an absence, it is the student's responsibility to notify the faculty member or program director PRIOR to the beginning of the day's class, laboratory, simulation, or clinical experience. Exceptions to this policy are considered only for unforeseen and catastrophic events.

Clinical attendance requirements may be more rigid with limited opportunities for make-up days due to the requirements of clinical partners to have clinical placements scheduled far in advance of the semester. Absences from clinical may result in an evaluation by faculty to determine if the student is able to meet the course outcomes AND expected clinical competency. There may not be an opportunity for make-up of absences or competency development within the semester term which will influence the course grade. This may include course failure or an incomplete grade.

Student Employment Policy

Students are encouraged to limit employment while enrolled in classes. Students who must be employed should arrange their schedules to accommodate all clinical and didactic work as well as study time needed to be successful in nursing courses. Students may not work a shift prior to their clinical assignment as this contributes to unsafe practices, i.e., working a night shift then going to a day shift clinical.

Students may not have clinical placements in agencies where they are employed. Students are responsible for notifying the [Nursing Undergraduate Office](#) should such a conflict arise.

Standards of Conduct for Students

Students enrolled in the College of Nursing are subject to the standards of performance and ethics developed by the American Nurses Association (ANA) and known as [The Code of Ethics for Nurses with Interpretive Statements](#) or "The Code" as well as subject to the standards summarized in this document, and by the general rules and regulations of the Standards of Conduct for Students as set forth in [Washington Administrative Code \(WAC\) 504-26](#).

Academic dishonesty, discrimination, sexual harassment, and drug and alcohol policies are a few of the Standards of Conduct enforced by the [Center for Community Standards](#). Students are responsible for knowing these standards and may be subject to disciplinary action under the procedures outlined in this document and the procedures outlined in the [Violations and Possible Sanctions](#) section of WSU's Student Handbook for Community Standards.

Academic & Professional Integrity

Academic integrity is the cornerstone of higher education. As such, all members of the WSU community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. [The Academic Integrity policy](#) will be strongly enforced in all WSU College of Nursing programs.

The [Center for Community Standards](#), in conjunction with the academic department and faculty member(s), oversees the academic integrity process. A violation of academic integrity includes (but is not limited to) cheating, use of unauthorized materials or sources, unauthorized collaboration on projects, plagiarism, and multiple submissions of the same work. More detailed descriptions of cheating, plagiarism, and fabrication can be found in the following codes: [Acts of Dishonesty WAC 504-26-202](#) and [Cheating WAC 504-26-010](#).

Students need to read and understand all definitions of cheating. If a student has any questions about what is and is not allowed in a course, the student is encouraged to seek clarification from the course instructor.

Students who violate WSU's Academic Integrity policy may receive any of the following sanctions as deemed appropriate by course faculty: re-write the assignment, fail the assignment, and/or fail the course. Students will not have the option to withdraw from the course pending an appeal and may be reported to the Center for Community Standards. In some cases, the violation may lead to the student's dismissal from WSU College of Nursing.

Refer to the [Violations and Possible Sanctions](#) section of the Student Handbook for Community Standards for other potential sanctions to Academic Integrity Violations.

Academic Grievance Procedure & Line of Communication

NOTE: This procedure does not apply to grievances of academic integrity violations, which are addressed under the procedures set for in WAC 504-26 and discussed under Academic & Professional Integrity in this handbook.

Differences of opinion between students and their instructor may arise. Students and their instructors are encouraged to communicate regularly and directly to resolve such differences. If such communication does not resolve a concern, the student can pursue a formal grievance process.

WSU College of Nursing follows the established timeframe and line of communication outlined in [Academic Regulation 104 - Academic Complaint Procedures](#). At each stage of the grievance process, the individual addressed will be given 20 business days in which to respond to the grievance via email and come to a resolution. Should the response be unsatisfactory to the student, the student can then take the grievance and response(s) to the next individual on the list.

1. Should a concern not be resolved through informal communication, the student should submit a grievance no later than 20 business days following the end of the semester using their official WSU email account detailing the issue(s) and be sent to:
 - a. **Spokane students:** the course instructor with their Program Director on copy
 - b. **Tri-Cities, Vancouver, and Yakima students:** the course instructor with their Program Director and Academic Director on copy
2. If the complaint is not resolved with the instructor within 20 business days of sending the email, then the student may work directly with the Program Director in which the course is offered. The Program Director's decision shall be rendered within 20 additional business days.
3. After the Program Director's decision, the student or the instructor may appeal to the College of Nursing Dean's Office within 20 business days of the Program Director's decision. The Dean may designate the college's Associate Dean of Academic Affairs to handle the response. The written statement from the student or the instructor should describe the concern, indicate how it affects the individual or unit, and include the remedy sought from the dean. This decision is the final step and shall be made within 20 business days.

Students must follow typical "chain of command" when attempting to resolve concerns. Students should always attempt to resolve concerns with their course faculty first, then Level Lead, then Program Director, then Associate Dean for Academic Affairs, then the Dean of the College. If the concern is related to clinical placements, the Level Lead or Program Director will include the Director of Clinical Affairs.

If a student has questions on who is next in the line of communication or wants a review of readability of their communication, they can connect with the college's Director of the Center for Student Excellence. While the Director cannot make decisions to resolve the issues, they are available for process explanation and readability review of the concern. Additionally, the University Ombudsman is available at any stage for advice or assistance in resolving academic complaints.

A copy of all written complaints and a written record of all subsequent actions will be filed in a confidential Academic Grievance File in the College of Nursing Academic Affairs Office.

Additional Grievance Resources

- Students who have exhausted avenues provided by WSU and still have unresolved complaints may contact the [Washington Student Achievement Council](#) (WSAC) who has authority to investigate student complaints regarding the University not following published policy or state law.
- WSU is accredited by the Northwest Commission on Colleges and Universities (NWCCU), whose complaint process is [here](#).

SECTION V: CLINICAL POLICIES

Student Liability Insurance

All clinical agencies require nursing students to have Professional Liability Insurance to perform internships at their facilities. Students can purchase the WSU Insurance which covers them the entire academic year for \$15.00 by completing and submitting this [form](#).

If students elect not to purchase WSU Liability Insurance, they must provide proof that they are insured by another carrier as a student. The coverage caps required by WSU are \$1 million per occurrence and \$3 million aggregate. If you choose to purchase your own policy, it MUST state the coverage is for student experience not professional experience. This option is more expensive than the WSU Liability policy.

Clinical Onboarding

Clinical agency partner contracts include description of required student documentation, the “clinical passport”, for onboarding in their agencies. These requirements include required immunizations, background checks, liability insurance, compliance with routine completion of American Heart Association Basic Life Support course, as well as required Clinical Placements Northwest (CPNW) modules including Patient Rights, Blood Borne Pathogens and Workplace Safety, Emergency Procedures, and Patient Safety. In some agencies, the requirement includes clearing standard drug tests.

BSN Students are responsible for uploading materials into the onboarding system (CastleBranch) in a timely manner. Each student will receive a date that all compliance documentation will be due. This date is set so all student information can be reviewed and submitted to ensure on-time access to the clinical setting. Students who do not submit their documentation by the assigned due date may lose their clinical placement and their eligibility to attend their clinical course. Students will then need to take their clinical course the following semester, depending on the course’s space availability, thus delaying their progression in the program. Students may request changes in their clinical section to the office of Clinical Affairs but may not make changes independently of this office. The BSN Clinical Sections and Changes policy can be found in **Appendix P**.

BSN students are also responsible for maintaining the Clinical Passport, summarizing the above data and ensuring all documentation is up to date. Students obtain their Clinical Passports from [Clinical Placements Northwest](#) (CPNW).

RN-BSN students work with clinical coordinators to assure compliance with onboarding as needed.

BSN (Pre-Licensure) Skills Lists

Students maintain the BSN Skills List found in **Appendix I** documenting skill attainment throughout their program of study. Students may request a copy of their skills list upon graduation.

Student Appearance Standards

The faculty of the College, our partner clinical agencies, and the clients we serve expect that students present a professional, well-groomed, and non-revealing appearance that reflects the nature of the program, profession, and facility. Safety and cultural awareness are also vitally important to consider in standards of appearance. Students are to follow both the College of Nursing standards and any additional standards of the research settings or clinical agencies to which they are assigned, which may be more stringent.

Students must comply with course directives regarding appropriate clothing for clinical settings, which may include WSU uniforms, lab coats, and/or professional work attire. Students should wear their Nursing Clinical ID Badge (not to be confused with their student Cougar Card).

Clinical Nursing ID Badge

Spokane and Yakima Clinical Nursing ID Badges

Clinical Nursing ID Badges for Spokane and Yakima nursing students are \$10.00 each and billed directly to the student's account. Details are provided during onboarding with admissions.

Vancouver Clinical Nursing ID Badges

Vancouver nursing students purchase their Clinical Nursing ID Badge online for \$10.00 through the Vancouver campus [Cougar Center](#) using the [WSU Vancouver Nursing Badge Payment Form](#).

Cleanliness

Personal cleanliness and hygiene are essential both to portray a professional appearance and to safeguard the health of clients, agency staff, and other students. Hygiene maintenance requires attention to odors.

Students must use only fragrance-free body products. Scented products (perfumes, colognes, lotions, deodorants, after shaves, etc.) can be offensive or allergenic to many people. Students should also be cognizant of body odor and bad breath and take measures to avoid both. Students who smoke should have no detectable odor of smoke on their person when in clinical setting.

Attire

All clothing should fit appropriately and at no time should breast or gluteal cleavage be visible. Clothing should meet the standards of the agency, be appropriate for professional appearance, and the WSU Clinical Nursing ID Badge should be worn. The Clinical Nursing ID Badge should not be worn during employment outside of the clinical experience in the program.

Hair

Hairstyles must be neat and clean. Beards and mustaches must be neatly trimmed. When in contact with clinical clients, long hair must be pulled back and fastened by a clip or elastic band so that it does not fall forward over the shoulders or face. In nursing units that require covering of hair, such standards will be followed.

Jewelry

Two small stud earrings per ear are allowed. They should not be hoops, bars, gauges, or other earrings prone to being pulled or caught on objects. The ear piercings associated with gauges need to be covered during all clinical and simulation experiences using band aids or other skin-colored tape. No other piercing should be visible during clinical experiences. Facial and mouth jewelry are not to be worn in the clinical setting at any time. This includes, but is not limited to, rings or studs on eyebrows, nose, lips, and tongue.

Additional jewelry should not be excessive. A watch and one or two small rings are acceptable. Thought must be given as to whether the setting of the ring may scratch or otherwise injure patients or if it may harbor bacteria. In some settings, students may be requested to remove rings for safety concerns.

Nails

Artificial nails are not permitted during direct contact with health clients in any clinical setting. This includes wraps, inlays, decals, and artificial nails. Natural nails are to be clean and less than one-quarter inch beyond the fingertip when in contact with clinical clients. Nail polish, if worn, must be clear in color and not chipped or cracked.

Body Art

Tattoos or other body art must be covered as much as possible in the clinical setting.

Other

Excessive makeup is not acceptable and gum chewing is not permitted in the clinical or research setting. Perfumes, fragrant cologne/deodorant/hairspray are not allowed to be worn during clinical.

Confidentiality of Patient Records

The following policy on use of patient records has been developed to comply with federal guidelines outlined in the HIPAA regulations. The information below identifies what information is protected under Federal HIPAA requirements:

- Protected health information includes individually identifiable health information (with limited exceptions) in any form, including information transmitted orally, or in written or electronic form.
- “Individually identifiable health information” to mean health information created or received by a healthcare provider, health plan, employer, or healthcare clearinghouse, that could be used directly or indirectly to identify the individual who is the subject of the information.
- Health information must have all of the following removed prior to use outside of a healthcare setting: name; address, including street address, city, county, ZIP code, or equivalent geocodes; names of relatives and employers; birth date; telephone and fax numbers; e-mail addresses; social security number; medical record number; health plan beneficiary number; account number; certificate/license number; any vehicle or other device serial number; web URL; Internet Protocol (IP) address; finger or voice prints; photographic images; and any other unique identifying number, characteristic, or code (whether generally available in the public realm or not) that the covered entity has reason to believe may be available to an anticipated recipient of the information, and the covered entity has no reason to believe that any reasonably anticipated recipient of such information could use the information alone, or in combination with other information, to identify an individual. Thus, to create de-identified information, entities that had removed the listed identifiers would still have to remove additional data elements if they had reason to believe that a recipient could use the remaining information, alone or in combination with other information, to identify an individual. For example, if the “occupation” field is left intact and the entity knows that a person’s occupation is sufficiently unique to allow identification, that field would have to be removed from the relevant record.

Patient Record Handling

- Students may not make copies (photocopies, computer printouts, etc.) of any material from a patient record. If students are required to generate a SOAP note or comprehensive assessment note as part of their course requirements, the student must take HIPAA-compliant handwritten notes in the clinical setting to reference later to complete the course requirement. [Making a copy of the patient’s record is a HIPAA violation and may result in a course failure and/or removal from the program.](#)
- The student must follow any special regulations for the use of patient records per agency protocol.

Medication Administration

It is the standard of the Washington State University College of Nursing that students enrolled in all clinical courses will practice within the scope of the clinical curriculum and under the direct supervision of their assigned clinical faculty, supervising nurse, or practicum preceptor.

The policy guidelines in **Appendix J** refer only to those student activities which are completed during scheduled clinical hours and experiences for which they are receiving course credit. These policy restrictions and guidelines are not all-inclusive. Rather, they are intended to provide guidance to students, clinical faculty, supervising registered nurses (RN) or licensed practical nurses (LPN), mentors, and contracted clinical sites. Site-specific medication policies must be included in student orientations. Contracted clinical facility restrictions or limitations, which are more restrictive than these guidelines, will supersede any aspect of this policy.

Clinical Incident and NCQAC Mandated Reporting

To report injury, harm, or near miss to a patient or client, students must complete the [Nursing Care Quality Assurance Commission \(NCQAC\) Incident Report](#).

This critical incident report documents "... events involving a student or faculty member that the program has reason to believe resulted in patient harm, an unreasonable risk of patient harm, or diversion of legend drugs or controlled substances" ([WAC 246-840-513](#)).

1. The incident report must be completed by the student involved within 24 hours of the incident.
2. The faculty and preceptors at the CON then have 24 hours to report to the NCQAC, on forms provided by the commission, on the events involving that student or faculty member that the program has reason to believe resulted in patient harm, an unreasonable risk of patient harm, or diversion of legend drugs or controlled substances.

When submitted via the online system, this report is delivered directly to the NCQAC as well as to the designated College of Nursing program director indicated on the form. Program directors review the reports and develop action plans with faculty case-by-case and annually.

APPENDIX A1: TECHNICAL STANDARDS

Nursing students must meet all [Washington State University College of Nursing Technical Standards](#) independently, with or without reasonable accommodation, to support successful progress through and graduation from their respective curricula. These requirements pertain to all student conduct regardless of setting (e.g., classroom/didactic, office, on-campus simulation, or off-campus clinical, email communication, etc.).

Students are encouraged to review these Technical Standards to become familiar with the skills, abilities, and behavioral characteristics required to complete the programs. Students who have questions about these Technical Standards or who may require reasonable accommodation should contact [WSU Student Campus Accommodations](#) department at the campus in which they are registered.

I. COMMUNICATION COMPETENCIES: Technical Standards include the ability to communicate effectively with a wide variety of individuals.

Rationale: communication competencies include knowledge, attitude, and skills necessary to provide quality and safe patient care in all healthcare settings. Examples of communication competencies include, without limitation, the ability to:

- communicate clearly in English, in a professional and sensitive manner, to patients or to a patient language interpreter (if the patient and/or family members/significant others do not speak English), and their family members/significant others, health team members, faculty, and peers of diverse ethnic, religious, and cultural backgrounds in professional nursing practice settings as well as in the academic setting.
- elicit accurate information from patients, family members/significant others, health team members, and/or faculty related to a patient's medical history and status necessary to evaluate a patient's condition adequately and effectively.
- use and comprehend standard professional nursing and medical terminology when using and/or documenting a patient's print or electronic health record.
- convey appropriate information to patients and the healthcare team and teach, direct and counsel a wide variety of individuals, including explaining treatment procedures and initiating health education.

II. OBSERVATION COMPETENCIES: The Technical Standards include the ability to make observations in connection with other identified professional nursing student competencies.

Rationale: Nursing student observation competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients in all healthcare settings. Examples of observation competencies include, without limitation, the ability to accurately:

- use and interpret information obtained from digital, analog, and waveform diagnostic tools (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) and other diagnostic tools that monitor or obtain physiological phenomena.
- observe a patient during a comprehensive or focused physical assessment to determine signs and symptoms of disease, pain, and infection.
- observe and interpret normal and deviations from normal the following: e.g., a patient's heart and body sounds, body language, the color of wounds, drainage, urine, feces, expectoration, and sensitivity to heat, cold, pain, and pressure.

III. COGNITIVE COMPETENCIES: The Technical Standards include the ability to demonstrate cognitive abilities in connection with the other identified professional nursing student competencies.

APPENDIX A2: TECHNICAL STANDARDS (CONT.)

Rationale: Nursing student cognitive competencies include demonstrating the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients in all healthcare settings. Examples of cognitive competencies include, without limitation, the ability to:

- demonstrate cognitive abilities related to course and program outcomes, which include intellectual, conceptual, integrative, quantitative, critical thinking, and comprehension skills that indicate that the student can carry out the nursing process in the care of patients.
- measure, calculate, reason, analyze, and synthesize subjective and objective data to carry out the nursing process in relation to patient assessment, diagnosis, goals, plan of care/interventions, and evaluation.
- Mathematically calculate dimensional analysis and medication dosages.
- retrieve and critically appraise patient-related research to determine the best available research evidence (quantity and quality) to use in a patient's nursing plan of care.
- comprehend extensive information from written documents, visual and/or oral presentations, and patient computer information systems to carry out the nursing process.
- analyze and prioritize all aspects of patient care in a prompt and timely fashion.
- synthesize objective and subjective findings and diagnostic studies to formulate nursing diagnoses.
- use synthesized data to initiate a nursing plan of care which appropriately integrates patient preferences to provide appropriate, quality, and safe patient care.
- accurately follow course syllabi, assignment directions, patient protocols, and any action plan(s) developed by deans, faculty, administrators, or health care agency staff.

IV. MOTOR COMPETENCIES: The Technical Standards include the ability to perform or assist with nursing interventions to provide comprehensive general nursing care and treatment in connection with other identified professional nursing student competencies. **Rationale:** Nursing student motor competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients in all health care settings. Example motor competencies include, without limitation, the ability to:

- obtain accurate information from patients using gross and fine motor skills appropriate to the technique (e.g., palpation, auscultation, and percussion) and common medical/nursing digital, analog, and waveform diagnostic tools and equipment (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) that monitor or obtain physiological phenomena or data.
- perform and/or assist appropriately with expected nursing student procedures, treatments, and medication administration using sterile or clean techniques appropriate to the type of procedure, treatment or medication administration (e.g., drawing medications into syringes in precise measurements; giving a medication IV, IM, or subcutaneously using the appropriate syringe or apparatus; performing tracheotomy care and suctioning; inserting urinary catheters; creating sterile fields; sterile and clean dressing changes), and administering basic life support (BLS) cardiopulmonary resuscitation or advanced cardiopulmonary life support (ACLS), depending upon the nursing student's program level.
- move, transfer, and position patients or equipment safely under a variety of circumstances with or without a lift team or assistive devices during the delivery of general nursing care or in emergency situations.
- have the endurance to complete all required tasks during the assigned period of clinical practice to carry out the nursing process in the context of patient care delivery.
- navigate patients' rooms, workspaces, and treatment areas with appropriate precision and speed to carry out the nursing process during the delivery of general nursing care or in emergency situations.

APPENDIX A3: TECHNICAL STANDARDS (CONT.)

V. BEHAVIORAL AND SOCIAL ATTRIBUTES COMPETENCIES: The Technical Standards include the ability to demonstrate behavioral and social attributes in academic and in on- campus clinical and off-campus clinical settings in connection with other identified professional nursing student competencies included in the AACN's *Essentials of Baccalaureate Education for Professional Nursing Practice*, the National Student Nurses' Association, Inc.® *Code of Ethics: Part II Code of Academic and Clinical Conduct and Interpretive Statements*, and WSU's College of Nursing Student Academic Integrity Policy.

Rationale: Nursing student behavioral and social attributes competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care in all healthcare settings. Examples of behavioral and social attributes competencies include, without limitation, the ability to:

- conform to all requirements set forth by WSU/healthcare agency's affiliation agreements as well as any additional requirements of any clinical setting.
- uphold professional nursing standards related to the student's scope of practice.
- conform to WSU's College of Nursing attendance and clinical dress code/professional appearance requirements for on-campus, clinical simulation, and off-campus clinical learning sessions.
- communicate in a mature, professional, culturally sensitive, therapeutic, accurate and effective manner with patients, patients' family members/significant others, members of the healthcare team, faculty, staff, and peers.
- maintain effective, appropriate, and sensitive relationships with patients, patients' family members/significant others, peers, faculty, staff, and other healthcare professionals.
- work cooperatively and with honesty and integrity with peers, faculty, and members of the healthcare team.
- adapt to changing environments and exhibit flexibility and composure in the face of uncertainties inherent in the clinical problems of diverse patients.
- use conflict resolution strategies effectively in university, on-campus clinical simulation, and off-campus clinical learning settings.
- integrate constructive criticism received in university, on-campus clinical simulation, and off- campus clinical learning settings.
- correctly judge when a nursing intervention requires additional assistance and seek help from the clinical instructor, preceptor, or appropriate agency health care team member.
- meet requirements for criminal background evaluation to support clinical placement.

APPENDIX B: ADDITIONAL NOTEWORTHY POLICIES

Electronic Communication and Social Media

[Information Technology Services \(ITS\)](#) supports all computing, multimedia, instructional technology, and telecommunications needs of the Campus and College community. To meet its mission, ITS provides a variety of services and technologies including local and wide area network access, internet access, electronic messaging, academic and administrative computing, multimedia labs, television production, distance education classrooms, online teaching and learning systems, multimedia services, videoconferencing, video streaming, podcasting, information security, telephone services, and technology training and consulting services.

Use of ITS and systems is governed by the [Electronic Communication Policy \(EP7\)](#) in the WSU [Executive Policy Manual](#). All policies indicate that equipment and services will be used only for carrying out university business and may not be used for private use.

As future professional nurses with a unique obligation and responsibility, nursing students must be cognizant of the public nature of social media and other electronic communication and the permanent nature of communicating therein. These technologies may give the impression of privacy, but postings and other data should be considered in the public realm and freely visible by many people. State and Federal regulations related to confidentiality along with HIPAA require that no patient information be made available to the public. These regulations apply to comments made on social networking sites, and violators are subject to the same disciplinary action as with other HIPAA violations.

All Students are expected to comply with the [WSU College of Nursing Social Media Guidelines](#) including:

- Protect confidential and proprietary information
- Do not post anything that could reflect poorly on the College
- Use WSU College of Nursing intellectual properties only with permission
- Disseminating official information

Food and Beverages in College of Nursing Buildings and Campuses

Food and non-alcoholic beverages may be brought into classrooms, offices, and lounges if strict controls on cleanliness and sanitation are observed. Food and beverages may NOT be taken into other learning areas of the buildings such as the Computer Laboratory, the Multimedia Laboratory, or any of the Center for Experimental Learning spaces.

Alcohol and Drug Policy

Students are to adhere to the [WSU Alcohol and Drug Policy](#) as outlined in the Executive Policy Manual (EP20).

Children in College of Nursing Buildings and Classrooms

Children are not permitted in the nursing buildings or classrooms.

APPENDIX C1: STUDENT HEALTH & SAFETY INFORMATION

Student Accident / Injury

In accordance with [SPPM 2.24.1 \(Reporting Accidental Injuries and Work-Related Illnesses\)](#), University faculty, staff, volunteers, and students are to promptly report all accidental injuries and work-related illnesses to immediate supervisors for evaluation and possible investigation.

- Students must report all classroom injuries to their instructor or supervisor immediately and seek medical treatment, if needed.
- The instructor/supervisor will complete and submit an [Incident Report](#) to Human Resource Services (HRS).
- HRS will review and forward a copy of the report to the college's Dean.
- For injuries occurring at a clinical agency, that agency's incident report form may also be required.

All students are advised to register their emergency contact information for the Crisis Communication System (CCS) from their [myWSU portal](#). Providing multiple contact methods will help ensure students receive notifications in a timely manner. Student information will NOT be used for any other purpose.

Campus Safety Plans and Emergency Contact Registration

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. As part of this commitment, the University has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community.

- [WSU Vancouver Campus Safety Plan](#)
- [WSU-Tri-Cities Campus Safety and Security](#)
- [WSU-Spokane Campus Safety Services](#)
- [WSU Yakima Campus Safety and Security \(at Pacific Northwest University of Health Sciences\)](#)

Safety

Safety at WSU is regulated by the [Washington State Department of Labor and Industries](#) and the [U.S. Occupational Safety and Health Administration \(OSHA\)](#) through the WSU's [Environmental Health and Safety \(EHS\)](#) office. A safe and healthy working environment at WSU is to be maintained at all times. It is the responsibility of each student to become familiar with safety policies and to follow safe procedures.

- Departmental policies and procedures regarding safety are detailed in the [WSU Safety Policies and Procedures Manual \(SPPM\)](#) available at the [Office of Procedures, Records, and Forms](#)
- Lab-specific policies and procedures are detailed in the Laboratory Safety Manual located in each lab. Information regarding physical and health hazards, entry routes, permissible exposure limits and precautions or controls for safe use, including emergency first aid procedures, and the name, address and telephone number of the chemical manufacturer or supplier for all chemicals is available on Safety Data Sheets (SDS) located in each individual lab in which the chemicals are used. EHS is also responsible for laboratory and workplace safety, public health and environmental issues, hazardous materials, and wastes (except radioactive materials), and training. All disposals of hazardous chemical wastes must be made through EHS.

APPENDIX C2: STUDENT HEALTH & SAFETY INFORMATION (CONT.)

Bloodborne Pathogens

See WSU's [Environmental Health & Safety Bloodborne Pathogens](#) website for general information about bloodborne pathogen protection and policies.

Each department at all campuses create and maintain their own campus-specific safety policies.

- **Spokane & Yakima:** <https://spokane.wsu.edu/studentaffairs/health-and-wellness/>
- **Vancouver:** Forthcoming. Vancouver's Environmental Health and Safety info: <https://www.vancouver.wsu.edu/facilities-operations/environmental-health-safety>
- **Tri-Cities:** Forthcoming. Tri-Cities Accident Prevention Program info: <https://tricitie.wsu.edu/safety/labsafety/app>

Emergency Response

Contact 911 and Campus Security in the event of an emergency. Campus-specific emergency management details can be found at:

- **Spokane:** <https://spokane.wsu.edu/emergency-management/>
- **Tri-Cities:** <https://tricitie.wsu.edu/emergency/>
- **Vancouver:** <https://www.vancouver.wsu.edu/safety-plan>

For more information contact the [WSU Pullman Office of Emergency Management](#)

Other Student Safety Resources

- [EH&S Fact Sheets](#)
- [WSU's Environmental Health & Safety](#)
- Washington Recovery Help Line: 1-866-789-1511 (24/7)
- National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Spokane Sexual Assault Center: A 24-hour rape crisis line. 509-624-7273 (RAPE)
- Student Care Network (Spokane and Yakima) – If Faculty or Staff are concerned about a student, please fill out the [Student Care Referral Form](#)
- Domestic Violence & Sexual Assault Services Benton and Franklin Counties (509) 582-9841 (24-hr crisis line)

APPENDIX D1: GENERAL INFORMATION

Directory for College of Nursing Faculty and Staff

Contact information for all College of Nursing faculty and staff is located at [College of Nursing Faculty & Staff Directory](#).

Academic Calendar

The [Academic Calendar](#) located on the WSU Registrar website provides relevant deadlines for registration, fees, applications, enrollment, exams, holidays, and other important information.

Library Services

[WSU Libraries](#) is dedicated to supporting the research needs of students. Washington State University Libraries have more than two million books and over 30,000 journal and magazine subscriptions. Media, maps, microforms, government publications, eBooks, electronic journals, manuscripts, archives, and special collections additionally support WSU's teaching and research programs. Approximately 35,000 volumes are added to the collection annually. WSU Libraries are a member of a consortium of 37 other libraries in Washington, Oregon, and Idaho, with access to an additional 28 million items. The libraries also offer access to the full text of over 25,800 digital resources, including current journals, books, documents, and more.

Refer to the [College of Nursing Library Services](#) for campus-specific information.

Online Course Access

Nursing courses use Canvas, an online Learning Management System (LMS), to deliver course content. Students will receive LMS access to courses after they have a WSU Network ID and have registered for courses. Access the site to find course syllabi, communications from faculty, and other important information.

University Writing Portfolio

Completion of the University Writing Portfolio is a graduation requirement at WSU. Upon reaching 60 credits, students receive a registration hold as indication that their University Writing Portfolio is due. The University Writing Portfolio is a mid-career diagnostic to determine if students' writing abilities have advanced in ways that can handle the writing demands of upper-division courses and courses in their majors. Specific submission guidelines and forms are online and available for download as pdfs. They include step-by-step instructions on how to complete the writing portfolio.

Visit [the University Writing Portfolio](#) page for more information.

Licensure

Students will receive licensure information during their S2 semester class, Nursing 409. Students are responsible for completing the application process by the deadlines specified and for requesting the campus registrar's office to forward transcripts with their posted degree.

Applications for Degree

It is the responsibility of each student to meet the graduation requirements. This includes fulfillment of the University Common Requirements (UCORE), nursing degree requirements, writing portfolio, total hours required for the nursing degree, and submission of all forms and fees. Students should check their degree audit for any deficiencies and reach out to academic advisors if any questions emerge.

APPENDIX D2: GENERAL INFORMATION (CONT.)

Nursing Pins

The purchase of a school nursing pin during a student's last semester is optional. Ordering information will be included in the graduating student packet.

Applications for graduation

Students will receive notice from their myWSU portal when it is time to complete their application for graduation. It is important to apply early. Students are encouraged to check their degree audit for any deficiencies. If the student's graduation date changes, it is the student's responsibility to notify the college's Center for Student Excellence (CSE).

Graduation Planning / Caps and Gowns

All arrangements related to participation in campus graduation ceremonies are coordinated by the Nursing Undergraduate Office. Information regarding commencement, convocation, and ordering the cap and gown is sent directly to each student after the start of their graduating semester.

Other Student Resources and Information

Other student resources and information can be found on the CON [website](#) under Students.

APPENDIX E: CAMPUS TO CAMPUS TRANSFER PROCEDURE POLICY (JANUARY 2019)

Policy Statement: In the case of family need, health or other crises, students may seek to petition for transfer to another campus for completion of their studies. Reasons for transfer request must be thoroughly documented with the student's academic advisor, and all efforts to manage the family or health need or other crises examined and exhausted at the student's registered campus prior to initiation of a petition to transfer.

BSN students in the WSU College of Nursing apply to and are admitted to a campus. The number of students admitted to each campus is based on the available "seats" for both didactic and clinical placements at that site. Transfers are allowed if the petition is meritorious, legitimate, approved by the student's Campus Director, and if there is an available slot for a transfer student. Transfer students considering a petition to transfer understand that requests for transfer are not automatically granted and that transferring may extend the student's program of study beyond the published program length (depending upon clinical availability).

Prior to initiating a petition, a student must:

- be an enrolled student in good academic standing at the time of the petition. Students not in good academic standing (i.e., with failing midterm grades) must resolve that status via withdrawal or other means prior to petitioning for transfer.
- work with their academic advisor and the campus director to resolve the issue or crises using available College and community resources.
- document the efforts made to resolve the issue or crisis.

Timelines: Transfer requests must be made no later than mid-term in the spring term for fall requests and by the 2nd week of the fall term for spring term transfers.

Petition Process:

1. The student will meet with the academic advisor to discuss health/family issues or other crises and what efforts have been made to resolve. The advisor will discuss advisability and the process for transferring and will send a statement summarizing their recommendations to their program director.
2. Using their WSU email account, the student will document the request, including rationale and efforts to resolve, and how the transfer will help address the issue/crises in an email to their program director. The documentation may include letters of support from the student's advisor, faculty members, or others.
3. The student's program director will review the petition and student documentation to determine if the request can be accommodated.
4. If the transfer is not approved, the student must meet with the academic advisor to discuss progression options, which may include continuing at the present campus, requesting a leave of absence, or withdrawal from the program.

APPENDIX F1: COURSE REPEAT - SECOND TIME APPEAL

The UAP committee will use a student's record, including grades, progression reports, and current University standings, such as academic integrity and code of conduct violations, when reviewing a student's request for readmission. UAP will then pass their recommendation about the readmission request to the program director.

Undergraduate students receiving a C- (72%) or below in a graded course or receiving a Failure in a Pass/Fail course, for the second time must present their rationale and plan for continued progression to the Undergraduate Admissions and Progression (UAP) committee at the end of the term the failure occurred.

The UAP Committee will review the academic status of a student who received their second non-passing grade at the end of the semester for the purpose of advising administration regarding if the student should be allowed to continue to repeat courses or advance in the program.

The student carefully examines the reasons contributing to the course failure, as outlined in PIPs, final evaluations, and course assignments. Students work with their advisors to develop a letter outlining the reasons contributing to their failure and their plan of action to be successful if recommended to continue.

Letters must be delivered to the Director of the Center for Student Excellence by the Friday before finals week. Students present the contents of their letter to the final UAP committee meeting of the term, usually held on the last two days of finals week. Students are advised to invite their academic advisor to accompany them to the meeting. Times to appear are given to the student no later than the day prior to the scheduled UAP Committee meeting. Students may video conference into the meeting.

The administrative decision based on UAP recommendations and student documentation will be emailed to the student within one week of the UAP committee meeting to the student's email address within one week of the date of the UAP meeting.

To facilitate clean communication, a letter template is provided for consideration in **Appendix F2**.

APPENDIX F2: COURSE REPEAT - SECOND TIME APPEAL LETTER TEMPLATE

Date

Chairperson

Undergraduate Admission & Progression Committee

Washington State University College of Nursing

P.O. Box 1495

Spokane, WA 99210-1495

Dear Chairperson:

Paragraph #1: Indicate course(s) for which you received an unsatisfactory grade. Include a statement providing your perspectives of why you did not receive a passing grade on your second attempt.

Paragraph #2: State your request to either 1) repeat the course a third time next semester or 2) defer one term. Use the table below to outline a plan of study which allows you to complete the program.

| Term 2 | Term 3 | Term 4 | Term 5 |
|--------|--------|--------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Paragraph #3: Indicate your preferred meeting time to meet with the Committee.

Last Paragraph: Thank the committee for its consideration of this request.

Sincerely,

Your Name

Your WSU Email

Your Cell Phone Number / Best Phone Number to Contact You At

APPENDIX G: UNDERGRADUATE ACADEMICS AND PROGRESSION (UAP) COMMITTEE LETTER TO APPEAL TEMPLATE (2020)

Date

Chairperson
Undergraduate Admission & Progression Committee
Washington State University College of Nursing
P.O. Box 1495
Spokane, WA 99210-1495

Dear Chairperson:

Paragraph #1: Indicate course(s) for which you received an unsatisfactory grade. Include a statement providing your perspectives of why you did not receive a passing grade.

Paragraph #2: State your request to either 1) repeat the course the next semester or 2) defer one term. Use the table below to outline a plan of study which allows you to complete the program.

| Term 2 | Term 3 | Term 4 | Term 5 |
|--------|--------|--------|--------|
| | | | |
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| | | | |
| | | | |
| | | | |

Paragraph #3: Indicate your preferred meeting time to meet with the Committee.

Last Paragraph: Thank the committee for its consideration of this request.

Sincerely,

Your name
Your Address (where the Committee's decision letter is to be mailed)
Your WSU Email
Your Cell Phone Number / Best Phone Number to Contact You At

APPENDIX H: NURSING COURSE WAIVER/SUBSTITUTION FORM

Nursing Course Waiver/Substitution Form

Waive Course

Substitute Course

Course Title:

Course Number:

Course Credits:

Term: Fall ____ Spring ____ Year _____

Rationale for waiving/Substitution course:

Student Signature _____ ID _____

Instructor Signature _____ Date _____

UG Office Use Only

Dual Student Yes No

Prior Degree Yes No

Date Waived: _____ Authorized Signature _____

APPENDIX I1: BSN STUDENT SKILLS LIST

This 3-page skills list will be achieved during Prelicensure nursing education. **Faculty initials & date indicate completion.** Original will be retained in the campus skills lab. Students may carry a copy of the skills list with them for clinical sign offs – sign offs should be transferred to the master list periodically with lab or clinical faculty verifying the transfer. Original will be retained in student file upon graduation. Other tasks may be added to the list.

| SEMESTER 1 (J1) SKILLS LIST 2020 | LAB / SIM | CLINICAL |
|----------------------------------------------------------------------------------------------------------|-----------|----------|
| Applying bandages and binders | | |
| Assessment: Performing head to toe assessment | | |
| Bed bath | | |
| Bed making occupied | | |
| Bed making unoccupied | | |
| Blood glucose monitoring | | |
| Carb counting/insulin management: Basic | | |
| CPR/Basic Life Support | | |
| Denture care | | |
| Documentation in a chart/EHR | | |
| Enema administration | | |
| Feeding a resident | | |
| Foot care, including performing a foot/lower leg assessment | | |
| Infection control | | |
| Intake and Output monitoring and calculation | | |
| Medical Asepsis | | |
| Medication administration demonstrating 6 rights (patient, medication, dose, time, route, documentation) | | |
| Medication administration - Inhalation | | |
| Medication administration - Injection (IM, Subcutaneous, Intradermal) | | |
| Medication administration – Oral/sublingual | | |
| Medication administration – Optic/Otic | | |
| Medication administration - Enteral | | |
| Medication administration - Rectal | | |
| Medication administration - Vaginal | | |
| O2 management | | |
| Oral suctioning | | |
| Range of Motion activities | | |
| Showering clients | | |
| Surgical Asepsis | | |
| Teeth brushing | | |
| Transferring from bed to W/C | | |
| Transferring from W/C to bed | | |
| Managing a tube feeding resident: PEG/PEJ | | |
| Urine specimen collection: clean catch and sterile | | |
| Urinary catheter care: indwelling | | |
| Urinary catheter care: condom | | |
| Urinary catheter: discontinue | | |
| Vital Signs | | |
| Wound/dermal ulcers care | | |
| OTHER: | | |
| | | |
| | | |

APPENDIX I2: BSN STUDENT SKILLS LIST (CONT.)

| SEMESTER 2 (J2) SKILLS LIST 2020 | LAB / SIM | CLINICAL |
|-------------------------------------------------------------------------|-----------|----------|
| Arterial line: management | | |
| Arterial line: blood draw | | |
| Automated medication dispensing device | | |
| Closed bladder irrigation: continuous | | |
| Closed bladder irrigation: intermittent | | |
| Blood product administration: Care for patient receiving blood products | | |
| Carb counting/Insulin management: Advanced | | |
| Central venous line management: blood draw | | |
| Central venous line: discontinue | | |
| Central venous line management: dressing change | | |
| Chest Tube: dressing change | | |
| Chest tube: manage drainage system | | |
| Drainage tube management: JP, hemovac, penrose, rectal | | |
| ECG: apply leads and perform ECG | | |
| IV Therapy: discontinue | | |
| IV Therapy: manage | | |
| IV Therapy: insert | | |
| IV: prime & hang maintenance IV | | |
| IV: prime & administer secondary (Piggyback) | | |
| IV push medication: administration | | |
| Nasogastric tube: discontinue | | |
| Nasogastric tube: management | | |
| Nasogastric tube: insertion | | |
| OR: scrub and gown | | |
| Orthopedic care client care | | |
| Ostomy care and management | | |
| Parental Nutrition – Peripheral (PPN): management | | |
| Parental Nutrition - Total (TPN): management | | |
| Patient Controlled Analgesia (PCA): initiate | | |
| Patient Controlled Analgesia (PCA): patient education and management | | |
| Patient Controlled Analgesia (PCA): discontinue | | |
| Surgical wound: staple removal | | |
| Surgical wound: suture removal | | |
| Tracheostomy Care/suctioning | | |
| Urinary catheterization: Foley | | |
| Urinary catheterization: Straight | | |
| Venipuncture – blood draw | | |
| Care of patient on ventilator/BiPap | | |
| Wound vacuum monitoring | | |
| OTHER: | | |
| | | |
| | | |

APPENDIX I3: BSN STUDENT SKILLS LIST (CONT.)

| SEMESTER 3 (J3) SKILLS LIST 2020 | LAB / SIM | CLINICAL |
|--------------------------------------------------------|-----------|----------|
| Care of patient during intrapartum period | | |
| CPR/airway management of infant/child | | |
| Developmental assessments | | |
| Education on comfort holds/safety measures | | |
| Education on contraceptive methods | | |
| Hearing screening | | |
| Immunization administration | | |
| Infant/child feeding – breast, bottle and NG or G-tube | | |
| Leopold maneuvers | | |
| Maternal/Newborn assessment and care | | |
| Neonatal resuscitation | | |
| Pediatric growth measurements | | |
| Pediatric IV therapy: IV medication administration | | |
| Pediatric IV therapy: start | | |
| Pediatric IV therapy: manage | | |
| Pediatric medication administration | | |
| Physical assessment of a child (including vital signs) | | |
| Post-partum assessments and care | | |
| Vision screening | | |
| OTHER: | | |
| | | |
| | | |

| SEMESTER 4 (J4) SKILLS LIST 2020 | LAB / SIM | CLINICAL |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|
| Retain competence in J1, J2, S1 skills – this will necessitate skills competence labs or clinicals where these skills are demonstrated | | |
| Community Windshield Assessment | | |
| Environmental assessment appropriate for setting (home, day care, etc.) | | |
| Tobacco cessation assessment and counseling | | |
| Health education to individual and family | | |
| Suicide risk assessment | | |
| Group therapy leader | | |
| Detox assessment | | |
| Management of assaultive behavior | | |
| Therapeutic communication | | |
| OTHER: | | |
| | | |
| | | |

| FACULTY NAME (PRINT) | INITIALS | DATE |
|----------------------|----------|------|
| | | |
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APPENDIX J1: MEDICATION ADMINISTRATION POLICY FOR BSN STUDENTS

It is the standard of the Washington State University College of Nursing that students enrolled in all clinical courses will practice within the scope of the clinical curriculum and under the direct supervision of their assigned clinical faculty, supervising nurse, or practicum preceptor. These policy guidelines refer only to those student activities which are completed during scheduled clinical hours and experiences for which they are receiving course credit. These policy restrictions and guidelines are not all-inclusive. Rather, they are intended to provide guidance to students, clinical faculty, supervising registered nurses (RN) or licensed practical nurses (LPN), mentors, and contracted clinical sites. Site-specific medication policies must be included in student orientations. *Contracted clinical facility restrictions or limitations, which are more restrictive than these guidelines, will supersede any aspect of this policy.*

| Requirements/Restrictions Applicable to ALL BSN Students (2018) | |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Requires enrollment in these courses: N315, N325, N415, N417, N425, N427, and N430 | Communications and Order Transmission: <ol style="list-style-type: none"> a. Student Nurses May Not take verbal orders, telephone physician orders, or provider orders. b. Student Nurses May Not transcribe physician or provider orders. c. Student Nurses May Not communicate medication orders to pharmacy. |
| | <ul style="list-style-type: none"> ○ Each dose of medication will be administered per the ‘Six Rights of Medication Administration’ (Right Patient, Drug, Dose, Time, Route, and Documentation) <u>and</u> after an assessment of patient allergies. |
| | <ul style="list-style-type: none"> ○ Student medication administration, including documentation of administered doses, will be performed utilizing agency specific policies, procedures, and protocols. |
| | <ul style="list-style-type: none"> ○ A faculty member or supervising nurse must confer with the student before a student administers medication. Students cannot ‘peer check’ medications for each other. |
| | Students are <u>NOT PERMITTED</u> to do the following: <ol style="list-style-type: none"> a. Discontinue a PCA or PCEA (patient controlled epidural analgesia) infusion b. Cosign/witness-controlled medication shift count or dose wastage (<u>WAC 246-873-080-7d</u>: When it is necessary to destroy small amounts of controlled substances following the administration of a dose by a nurse, the destruction shall be witnessed by a second nurse who shall countersign the records of destruction). c. Administer medications via a regional, epidural, or spinal catheter, including the direct administration of a dose and/or adjustment of the infusion rate via an infusion pump d. Administer any chemotherapeutic agents, to include oral medications used for non-oncologic purposes (<u>Examples</u>: methotrexate, tamoxifen. This list is not all-inclusive.) e. Assume the primary nursing role and/or monitoring responsibility for patients undergoing procedural/conscious sedation f. Perform any procedure which requires special certification or training, e.g., arterial blood gas sticks |
| | Medication/Drug errors that occur at a clinical site during clinical hours, as determined by the nursing student, clinical site staff, supervising clinical faculty, supervising nurse, and/or practicum mentor require the following actions: <ol style="list-style-type: none"> a. Immediately notify the patient’s assigned nurse. b. Immediately notify the assigned or supervising WSU CON clinical faculty member. c. Clinical faculty notify the assigned course Clinical Lead within 24 hours. d. Submit the clinical agency’s error reporting document per site protocol. e. Within 24 hours, submit the Nursing Commission Incident Report (AKA Critical Incident Report) via the online reporting system at https://nursing.wsu.edu/incident-report/. |

APPENDIX J2: MEDICATION ADMINISTRATION POLICY FOR BSN STUDENTS (CONT.)

IMPORTANT: Contracted clinical facility restrictions or limitations, which are more restrictive than these guidelines, will supersede any aspect of this policy.

| Specific Clinical Course Requirements and Restrictions (2018) | |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course(s) students MUST be enrolled in to administer specified medication(s) | Students may administer controlled medications with the following RESTRICTIONS: |
| N315, N325, N415, N417, N425, N427, N430 | <ul style="list-style-type: none"> ○ ALL controlled medications require an RN or LPN signature. The documentation system for a clinical site requires a co-signature option, for students to administer controlled medications. ○ If a co-sign option is not available, controlled substances will not be administered by a student. |
| N325, N415, N417, N425, N427, N430 | <p>Analgesics administered via a Patient Controlled Analgesia (PCA) infusion pump requires direct RN supervision, including but not limited to the following interventions:</p> <ol style="list-style-type: none"> 1. Initial set up and dose programming 2. Administer loading and/or bolus doses of analgesic medication 3. Change medication cartridges or tubing 4. Adjust delivery dosages/settings |
| N417 and N430 only | <ul style="list-style-type: none"> ○ Pitocin (oxytocin) administration to laboring or postpartum patient, including rate adjustment, requires the direct supervision of the patient's RN. |
| | <ul style="list-style-type: none"> ○ Insulin is calculated and drawn up with direct RN supervision. Insulin administration requires a co-signature as per facility policy. |
| | <ul style="list-style-type: none"> ○ Anticoagulants are calculated and administered with an RN check and co-signature. |
| Blood product/medication administration by students include the following RESTRICTIONS: | |
| Not permitted in any course | <ul style="list-style-type: none"> ○ Blood products requiring a witness for infusion/administration cannot be administered by the student. This includes blood typing. Students may prime the tubing, obtain vital signs, and monitor the patient under the supervision of an RN. |
| N325, N415, N417, N425, N427, N430 | <ul style="list-style-type: none"> ○ Medications that do not legally require a witness can be administered by the student, under the supervision of an assigned RN. Documentation must be co-signed by an RN. (Examples: Rhogam, albumin, Factor 8, vitamin K, Hespan. This list is not all inclusive.) |

APPENDIX K: BSN (PRE-LICENSURE) PROGRAM CURRICULUM AY 2021-2022

| BSN PRE-LICENSURE PROGRAM CURRICULUM 2021-2022 | | | |
|------------------------------------------------|--------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------|
| SEMESTER | COURSE | COURSE TITLE | Credits |
| Junior Year - Semester I | NURS 308 | Professional Development I: Evidence-Based Practice | 3 |
| | NURS 311 | Pathophysiology and Pharmacology in Nursing | 4 |
| | NURS 315 | Nursing Practice: Health and Illness | 4 |
| | NURS 316 | Intro to Nursing Practice in Health and Illness: Theory | 2 |
| | NURS 317 | Health Assessment | 3 |
| | NURS 328 | Intro to Gerontological Nursing | 2 |
| | | Junior Year Semester I Total | 18 |
| | Junior Year - Semester II | NURS 309 | Professional Development II: Ethical Reasoning and Decision-Making Processes in Nursing |
| NURS 322 | | The Human Experience of Diversity and Health | 2 |
| NURS 323 | | Nursing in the Genome Era | 2 |
| NURS 324 | | Nursing Concepts in Acute and Chronic Illness in Adults | 4 |
| NURS 325 | | Nursing Practice in Acute and Chronic Illness in Adults | 5 |
| | | Junior Year Semester II Total | 16 |
| Senior Year - Semester III | NURS 408 | Professional Development III: Leadership and Management | 3 |
| | NURS 412 | Family and Community as a Context of Care | 1 |
| | NURS 414 | Child and Family Health: Theory | 3 |
| | NURS 415 | Children and Families as the Focus of Nursing Care | 2 |
| | NURS 416 | Childbearing Health of the Family | 3 |
| | NURS 417 | Nursing Care of Childbearing Families | 2 |
| | Elective | Upper Division Elective | 3 |
| | | Senior Year Semester III Total | 17 |
| Senior Year - Semester IV | NURS 409 | Professional Development IV: Transition to Practice | 2 |
| | NURS 424 | Psychiatric/Mental Health Nursing Concepts | 3 |
| | NURS 425 | Nursing Practice: Psychiatric/Mental Health | 2 |
| | NURS 426 | Community Health Nursing Theory | 2 |
| | NURS 427 | Community Health Nursing Practice | 3 |
| | NURS 430 | Senior Practicum | 3 |
| | Senior Year Semester IV Total | 15 | |
| TOTAL CREDITS | | | 66 |

APPENDIX L: RN-BSN PROGRAM CURRICULUM AY 2021-2022

| RN-BSN Program Curriculum 2021-2022 | | |
|-------------------------------------|--------------------------------------------------|-----------|
| COURSE | COURSE TITLE | CREDITS |
| NURS 360 | Contemporary Nursing | 3 |
| NURS 400 | Nursing Research & Evidence-based Practice | 3 |
| NURS 405 | Nursing Leadership | 3 |
| NURS 406 | Nursing Management of the Healthcare Environment | 3 |
| NURS 413 | Healthcare Informatics | 3 |
| NURS 440 | Population Health Theory | 3 |
| NURS 463 | Coordination of Care Across Complex Populations | 3 |
| NURS 465 | Application of Population Health Principles | 3 |
| NURS 495 | Advanced Practicum | 3 |
| ELECTIVE | Integrated Capstone/Upper-division Elective | 3 |
| | TOTAL CREDITS | 30 |

APPENDIX M1: BSN (PRE-LICENSURE) COURSE DESCRIPTIONS

309 [M] Professional Development II: Ethical Reasoning and Decision-Making Processes in Nursing 3 Course
Prerequisite: NURS 308; NURS 315 or concurrent enrollment. Continuation of professional development series; moral/ethical reasoning models, decision processes, and philosophical basis of nursing as a discipline.

322 The Human Experience of Diversity and Health 2 Course Prerequisite: Admitted to the major in Nursing.
Explorations of regional, national, and global expressions of health and illness and implications for health care professionals.

323 Nursing in the Genome Era 2 Genome science and application of genetic and genomic concepts to nursing care.

324 Nursing Concepts in Acute and Chronic Illness in the Adult 4 Course Prerequisite: NURS 311; NURS 315; NURS 316; NURS 317. Theoretical concepts of acute and chronic illness in the adult as a basis for critical thinking and decision-making in nursing.

325 Nursing Practice in Acute and Chronic Illness in Adults 5 (0-15) Course Prerequisite: NURS 311; NURS 315; NURS 316; NURS 317; concurrent enrollment in NURS 324. Application of acute/chronic illness concepts in adults as a basis for critical thinking and decision-making in nursing. S, F grading.

408 Professional Development III: Leadership and Management 3 Course Prerequisite: NURS 309. Continuation of professional development series; focus on impact of leadership, management, and resource allocation on patient outcomes.

409 Professional Development IV: Transition to Practice 2 Course Prerequisite: NURS 408; NURS 414; NURS 415; NURS 416; NURS 417. Continuation of professional development series; focus on transition to practice and nursing across health care systems/delivery within global arena.

412 Family and Community as a Context of Care 1 (0-2) Concepts of family-focused nursing assessment, planning, and interventions with emphasis on referral to appropriate community resources.

414 Child and Family Health: Theory 3 Course Prerequisite: NURS 324; NURS 325; concurrent enrollment in NURS 328. Analysis and evaluation of scientific and theory base for nursing care of children and families.

415 Children and Families as the Focus of Nursing Care 2 (0-6) Course Prerequisite: NURS 324; NURS 325. Synthesis and application of underlying science and nursing process with the unique population of children and families. S, F grading.

416 Childbearing Health of the Family 3 Course Prerequisite: NURS 324; NURS 325; concurrent enrollment in NURS 328. Care of childbearing families within the context of community; newborn health, and men's and women's reproductive health addressed.

417 Nursing Care of Childbearing Families 2 (0-6) Course Prerequisite: NURS 324; NURS 325. Nursing care of families during the childbearing continuum and/or acute care settings; combination of clinical and seminar. S, F grading.

APPENDIX M2: BSN (PRE-LICENSURE) COURSE DESCRIPTIONS (CONT.)

424 Psychiatric/Mental Health Nursing Concepts 3 Course Prerequisite: NURS 414; NURS 415; NURS 416; NURS 417. Healthy to psychopathological states studied within a nursing framework; includes history, theories, legal/ethical issues of psychiatric/mental health nursing.

425 Nursing Practice: Psychiatric/Mental Health 2 (0-6) Course Prerequisite: NURS 414; NURS 415; NURS 416; NURS 417; concurrent enrollment in NURS 424. Clinical application of the nursing process with clients experiencing acute and chronic psychiatric/mental health disruptions. S, F grading.

426 [M] Community Health Nursing Theory 2 Course Prerequisite: NURS 414; NURS 415; NURS 416; NURS 417. Synthesis of nursing and public health concepts with emphasis on community as partner and population-focused practice.

427 Community Health Nursing Practice 3 (0-9) Course Prerequisite: NURS 414; NURS 415; NURS 416; NURS 417; concurrent enrollment in NURS 426. Promoting the public's health through application of the public health functions; assessment, policy development, and assurance. S, F grading.

430 [CAPS] Senior Practicum 3 (0-9) Course Prerequisite: NURS 409 or concurrent enrollment; NURS 424 or concurrent enrollment; NURS 425 or concurrent enrollment; NURS 426 or concurrent enrollment; NURS 427 or concurrent enrollment. Clinical and theoretical concepts applied in a concentrated clinical practicum; use of clinical preceptors and student objectives. S, F grading.

APPENDIX N: RN-BSN COURSE DESCRIPTIONS

360 Contemporary Nursing 3 Course Prerequisite: Admitted to the major in Nursing. Integration of foundational nursing theory into an exploration of historical, ethical/legal, and current issues, to further develop the professional nurse.

400 [M] Nursing Research and Evidence-Based Practice 3 Course Prerequisite: Admitted to the major in Nursing. Develops clinical questions, finds and critically appraises published evidence, and translates research into clinical practice.

405 Nursing Leadership 3 Course Prerequisite: Admitted to the major in Nursing. Explores leadership theory to critically analyze group behaviors and their effects on health care outcomes.

406 Nursing Management of the Healthcare Environment 3 Course Prerequisite: Admitted to the major in Nursing. Critically analyzes management strategies in diverse settings with a focus on quality safety and fiscal accountability of the changing healthcare system.

413 Informatics in Healthcare 3 Course Prerequisite: Admitted to the major in Nursing. Leveraging technology, tools, and data to provide more efficient patient-centered care to improve health outcomes.

440 [M] Population Health Theory 3 Course Prerequisite: Admitted to the major in Nursing. Synthesizes population-based nursing and public health concepts with a focus on upstream interventions in partnership with the community.

463 Coordination of Care Across Complex Populations 3 Course Prerequisite: Admitted to the major in Nursing. Best practices and models of care delivery in coordination of complex health care needs across a variety of populations; shared decision making and professional collaboration are integrated into an understanding of individual- and population-level factors that impact health outcomes.

465 Application of Population Health Principles 3 (0-9) Course Prerequisite: NURS 440 or concurrent enrollment. Application of community, public, and psychiatric mental health nursing concepts to communities, populations, groups, families, and individuals with identified health needs.

495 [CAPS] Advanced Practicum 3 Course Prerequisite: Admitted to the major in Nursing. Application and integration of theoretical content in an area of nursing practice of special interest to the student.

APPENDIX O1: POLICY FOR STANDARDIZED COURSE EXAMS (ATI)

I. Policy

Pre-licensure BSN nursing program integrates the ATI (standardized exam) testing and remediation program in Pharmacology, fundamentals, Medical Surgical, Pediatrics, OB, and Psychiatric. Remediation is required for all students who score less than a level 2 on the practice exams. The ATI product provides the remediation activities recommended for individual students based on their testing report.

II. Background

- A. Accomplishment of each level of nursing education indicates that a certain level of competency is achieved. Measuring that competency is an important step in student progression and assessing curriculum.
- B. ATI maps to our curriculum and learning outcomes and provides comprehensive analysis of the effectiveness.
- C. ATI products measure competency through “levels”, guide students in their preparation by providing remediation to achieve levels, measures likelihood of success on NCLEX, and provides RN Prep course.
 - a. ATI Benchmark Levels
 - i. Level 3 – Indicates the student has exceeded competency and is likely to exceed NCLEX-related content standards in this area.
 - ii. Level 2 – Indicates the student has met competency and is likely to meet NCLEX-related content standards.
 - iii. Level 1 – Indicates the student has not met competency and is unlikely to meet NCLEX-related content standards. Therefore, the student's knowledge may be considered unsafe for adequate patient care. Remediation is required.
 - iv. Below Level 1 – Indicates the student is far below competency in this content and will not meet NCLEX standards. Therefore, the student's knowledge is considered unsafe for adequate patient care. Remediation is required.
 - v. On the Predictor Exam, students must achieve a minimum of 71.3%, which equates to a 90% likelihood of an NCLEX pass.
 - b. Remediation activities should be completed by all students but is required for students who do not achieve the Level 2 benchmark on their first proctored test in each specific course identified to have ATI testing. In addition, students who do not achieve a 71.3% on the first predictor test in their senior year must complete and submit their remediation before completing their second attempt on the proctored predictor test.
- D. All courses that administer standardized exams (ATI) will conduct remediation activities according to the WSU College of Nursing policy to include structured remediation activities and retesting (see next page).

APPENDIX O2: POLICY FOR STANDARDIZED COURSE EXAMS (ATI) (CONT.)

III. Procedure

A. ATI Testing

- a. Students must complete ATI practice exams A and B by the date specified in their course syllabus. Students scoring less than a Level 2 on the practice exams should complete the required remediation activity provided.
 - i. Remediation
 1. The remediation packet is generated by ATI and is specifically tailored to what the student missed on their practice or proctored exam.
 2. Any student scoring less than a Level 1 should schedule an appointment with course faculty to discuss recommendations for further review.
 3. Students will be given an ALT form for every section of the exam they get wrong. There is no max to the number of ALT's a student can receive. Based on ATI's recommendation that students handwrite 3-5 ALTs, CON faculty will require students complete an ALT in their three lowest scoring areas (approximately 1-2 hours of effort each). ALTs are not graded but provide ongoing support for remediation. Students must download their test report and submit the report to their course faculty. Course faculty will use this information to monitor remediation activities and confirm completion prior to deadline dates.
- b. Complete the proctored exam. Each student will have two tries at the proctored exam. If a student does not score a Level 2 on the first proctored exam, the student will be required to complete remediation prior to the second attempt.
- c. ATI testing and remediation will account for 15% or less of the total course grade with the preponderance of points for remediation activities.

B. NCLEX Prep Course

During finals week of the Senior-2 semester, a live RN Prep Course will be scheduled for CON students. Course attendance is required for any student who does not achieve a 71.3% on their last Predictor Test in NURS 430. Attendance is optional but highly encouraged for students who achieve above the 71.3%.

APPENDIX P: BSN PRE-LICENSURE CLINICAL SECTIONS AND CHANGES POLICY

I. Policy

The Clinical Affairs department in the College of Nursing determines individual student enrollment in each section of a clinical course. The Clinical Affairs office staff provide support to students to meet all agency-specific required onboarding.

II. Background

The pre-licensure BSN program clinical section size is guided by Washington Administrative Code [\(WAC\) 246-840-532](#). Faculty of clinical courses are provided workload assignments based on the number of students per section.

Additionally, “seats” for placements in agencies affiliated with the CON are fixed and limited by the agency or clinical grid and can change based on agency availability.

III. Procedure

1. Students must submit all clinical onboarding requirements prior to the deadlines provided by the Clinical Affairs office.
2. Students must respond to Clinical Affairs staff requests for additional items or changes to submitted items in a timely manner (by due dates posted on the CON website or by deadline dates provided by Clinical Affairs onboarding staff), **including during academic breaks/holidays**. Delays in meeting clinical onboarding requirements may delay the students' clinical start date or result in students being deferred to a future semester based on space availability in the cohort.
3. Students must meet all agency-specific requirements which may differ from the clinical passport descriptions on the CON web page.
4. If more than one agency is utilized for a single section, students are not permitted to independently change their clinical section, preceptor, nor clinical agency.
 - a. Students may submit a request to the cohort's Lead faculty and the Director of Clinical Affairs to move from one agency to another or to move from one section to another. Requests will only be considered for academic accommodations or if there is a section or agency with fewer students than was expected by the CON or the agency.
 - b. Students are not permitted to develop nor set up clinical placements independently of the Clinical Affairs office. **ALL** communication with agencies is initiated by the Clinical Affairs office.
 - c. Changes from one agency to another or from one section to another may interrupt or delay clinical experiences until all clinical onboarding has been completed for the new agency. In limited cases, a change in clinical agency may also interrupt program progression.
 - d. The Clinical Affairs staff will attempt to give the student notice of approved section or agency changes three (3) business days prior to the next clinical day at the new agency.
 - e. Lead or clinical course faculty will identify the appropriate preceptor for precepted clinical experiences in accordance with [WAC 246-840-533](#).
 - f. The CON reserves the right to deny clinical section or agency changes if there is undue burden on faculty, staff, or agencies.

Committee Approved: Fall 2021

APPENDIX TBD: WEB ADDRESSES IN FULL

Forthcoming

VERSION / EDIT HISTORY

2021-11-16 fixed RN-BSN Admission Requirements hyperlink on p8, moved Bloodborne Pathogens from Section V Student Appearance to Appendix C Student Safety (Summer Spores)

2021-10-21 Final

2021-10-22 corrected Appendix Q, renaming to O1 & O2 to put Appendix in alphabetical order (Summer Spores) & renamed file to Final V2, exported to pdf and sent to Shaub for website