SEATTLE CENTRAL COLLEGE

One of the Seattle Colleges

Seattle Colleges District

Associate Degree Nursing Program

Student Handbook

2025-2026
Revised: 7/28/2025

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Welcome

The nursing program faculty at Seattle Colleges District Nursing (SCDN) welcomes you. We congratulate you on your choice of nursing as a career. This student handbook has been created to provide you with information, policies, and procedure related to your studies in the nursing program.

You will be held responsible for knowing and adhering to the information found in this handbook, therefore, it is vital that you read and understand this information. All students must sign the Handbook Acknowledgement Form that indicates they have read the whole handbook and understand that changes may be made to it when needed.

We look forward to working with you as you begin and advance through the program.

SCDN Nursing Faculty

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The Associate Degree Nursing Program Student Handbook
Supersedes the College Policies in Certain Areas

Seattle Colleges District Nursing

Mission and Values

Seattle Colleges District Nursing promotes educational excellence in a multicultural urban environment. We provide opportunities for academic achievement, workplace preparation, and service to the community.

Core Values

Seattle Colleges District Nursing is committed to creating a learning environment that is accessible, diverse, responsive, and innovative.

Accessible
We provide:
- Learning opportunities to students from varied backgrounds and circumstances
- Direct and developmental pathways to instructional programs
- A safe, health and barrier-free learning environment

Diverse
We value:
- Basic, general, professional-technical and continuing education
- Different cultures, races, lifestyles and learning styles
- Collaborative learning and decision-making

Responsive
We promote:
- Programs to reflect and anticipate community needs
- An international focus in curricula and services
- Integration of general and professional-technical education
- Assessment and continuous improvement

Innovative
We practice:
- A holistic model of student growth and learning
- Alternate teaching and learning methods
- Technology-based instruction and services

Seattle Colleges District Nursing Learning Outcomes

Think
Analyze, create, and reflect to address and appreciate challenges and opportunities
- Gather, interpret, and evaluate information
- Identify problems and issues
- Formulate hypothesis
- Generate and appreciate aesthetic work
- Evaluate their thinking process

Collaborate
Work effectively with others to learn, complete tasks, and pursue common goals

- Identify problems and create action plans
- Apply understanding and knowledge of group process
- Pursue and critically evaluate different social and cultural perspectives
- Manage conflict productively
- Engage in community and civic life

Communicate
Exchange ideas and information through intentional listening, speaking, signing, reading, writing, or presenting

- Determine the purpose and context for communicating
- Organize and present information purposefully
- Seek feedback and revise to enhance effectiveness
- Attend to conversation barriers
- Consider perspectives, experiences, and cultural differences to develop understanding

Connect
Apply knowledge and skills to solve problems

- Select and use theoretical models, quantitative and qualitative techniques, information sources, and technology tools
- Identify and solve problems using logical strategies and evaluate results
- Gather data from various reliable sources and assess the validity and relevancy
- Critically evaluate solutions using research-based evidence
- Use technology and apply to a wide range of practices, fields, and industries

Continue Learning
Self-evaluate and act to improve knowledge and skills.

- Analyze own performance and revise to improve
- Transfer learning by applying it in other contexts
- Increase knowledge by identifying gaps and acting to fill them
- Seek mentors and share knowledge with others
- Provide and receive feedback

Seattle Colleges District Nursing Associate Degree Nursing Program

Mission/Purpose

Seattle Colleges District Nursing Associate Degree Nursing Program provides quality education for a diverse group of students from various backgrounds and circumstances. The program is based upon the faculty's belief that graduates of an Associate Degree Nursing Program are prepared as generalists for entry-level practice as Registered Nurses in Washington State's diverse healthcare settings.

Graduates of Seattle Colleges District Nursing Associate Degree Nursing Program are prepared to demonstrate the National League for Nursing (NLN) Core Competencies and Roles of the Associate Degree Nurse (2010). The roles of the ADN nurse include human flourishing, nursing judgment, professional identity, and spirit of inquiry. The NLN Core Competencies include professional behavior, communication, assessment, clinical decision making, caring

interventions, collaboration, and managing care. Core Competencies and Roles are a foundation for the program's terminal objectives.

Philosophy

The Associate Degree Nursing Program functions within the framework, mission, values and learning outcomes of Seattle Colleges District Nursing and is supported by the works of Marjory Gordon and the National League for Nursing. The Seattle Colleges District Nursing program promotes educational excellence through liberal and technical education in a multicultural urban environment where scientific knowledge, skill development and societal changes are emphasized. This program prepares Registered Nurses for the workplace and service to the community.

We believe nursing is an art and a science that is practiced through the use of the NLN core values and integrating concepts of nursing practice. Nursing is a profession requiring a strong knowledge base, critical thinking, and effective teamwork skills. Nursing views the client from a holistic perspective that considers diversity and is directed toward promoting, maintaining or restoring optimum wellness. We view nursing as providing caring interventions that are patient centered. The profession honors legal and ethical standards; incorporates safety standards to promote excellence in quality care delivery; and, promotes and assures integrity of the individuals within the profession. Our nursing program ensures opportunities for academic achievement by creating a learning environment which is accessible, diverse, responsive, and innovative. We incorporate the integrating concepts of context and environment; knowledge and science; personal/professional development; quality and safety; relationship centered care; and teamwork.

Learning in an educational setting is enhanced by a teacher/student relationship in which the teacher's responsibility is to structure and facilitate optimal conditions for critical thinking and learning through clearly defined student learning outcomes, learning strategies, and assessment. The nursing faculty recognize students are adult learners and have individual needs and expectations. Recognizing that both the rate and style of learning differ with individuals, various strategies are utilized to facilitate the achievement of student learning outcomes, attainment of maximum potential, and promotion of continued learning. The student brings to this relationship the willingness to learn and is accountable for his/her education.

Seattle Colleges District Nursing

Associate Degree Nursing End of Program Student Learning Outcomes (EPSLO)

Upon completion of the Seattle Colleges District Associate Degree Nursing Program, the graduate will exhibit the National League for Nursing Competencies for the Associate Degree Nurse by demonstrating:

1. **Human Flourishing** – Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings:
    a. Develop, implement, and evaluate individualized plans of care focusing on services and activities that promote independence, maintain or restore health, or support a peaceful death based on the patient's functional health pattern (*Think, Collaborate, Connect*);

b. Promote access and quality of care for a diverse patient population (*Collaborate, Communicate*);
c. Deliver holistic care across the human lifespan that responds to culturally influenced health behaviors (*Think, Collaborate, Communicate*);
d. Incorporate teaching-learning concepts to support and facilitate the patient's functional health patterns, self-determination, and a desire for a healthy lifestyle in health promotion, maintenance, and disease prevention activities with the delivery of care (*Collaborate, Communicate*);
e. Apply therapeutic communication techniques that consider the developmental, cognitive, intellectual, physical, and emotional status of patients to encourage trust, disclosure, and sharing of ideas (*Collaborate, Communicate*).

2. **Nursing Judgment** – Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context:
    a. Employ principles of clinical reasoning in the planning, implementation, and evaluation of patient care (*Think, Connect*);
    b. Apply effective organizational skills in the provision of patient care (*Think*);
    c. Analyze, synthesize, and apply principles from nursing research and evidence-based practice in patient care delivery (*Think, Connect, Continued Learning*);
    d. Utilize the nursing process as a basis for clinical judgment to optimize the functional health patterns for the patient within a family and community context (*Think, Connect*);
    e. Perform key nursing skills as identified by essential lab criteria (*Think, Connect*);
    f. Demonstrate responsibility and accountability in delegation to and supervision of other nursing personnel within the scope of practice (*Collaborate, Communicate, Think*);
    g. Incorporate principles of quality and safety, healthcare policy, and cost effectiveness to improve health outcomes for the patient within a family and community context (*Think, Collaborate, Connect*);
    h. Implement effective therapeutic communication techniques to foster collaboration with the patient, family, and members of the interdisciplinary healthcare team (*Collaborate, Communicate*);
    i. Apply knowledge of healthcare disparities to the delivery of patient care across the lifespan (*Collaborate, Connect*).

3. **Professional Identity** – Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practice, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context:
    a. Recognize situations beyond ones' knowledge and experience, and seek consultation from appropriate resources (*Think, Connect, Collaborate, Continued Learning*);
    b. Exhibit professional behaviors/practice within the ethical, legal, and regulatory principles of nursing (*Collaborate, Communicate*);
    c. Integrate caring behaviors in managing care for diverse patient populations (*Collaborate, Communicate*);

d. Demonstrate integrity while acting within the various roles of the professional nurse (*Communicate, Think*);
e. Practice within quality and safety parameters established by healthcare/community facilities, organizational institutions, and/or governing agencies (*Communicate, Connect*);
f. Utilize information and technology to communicate, manage knowledge, mitigate error, and support decision making (*Think, Connect, continued Learning*).

4. **Spirit of Inquiry** – Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities:
    a. Identify and evaluate evidenced-based literature/research for use in nursing practice to foster positive outcomes for patients and families (*Think, Connect, Continued Learning*);
    b. Recognize the importance of continuous learning and advanced education within the nursing profession (*Connect, Continued Learning*).

Accreditation Information:

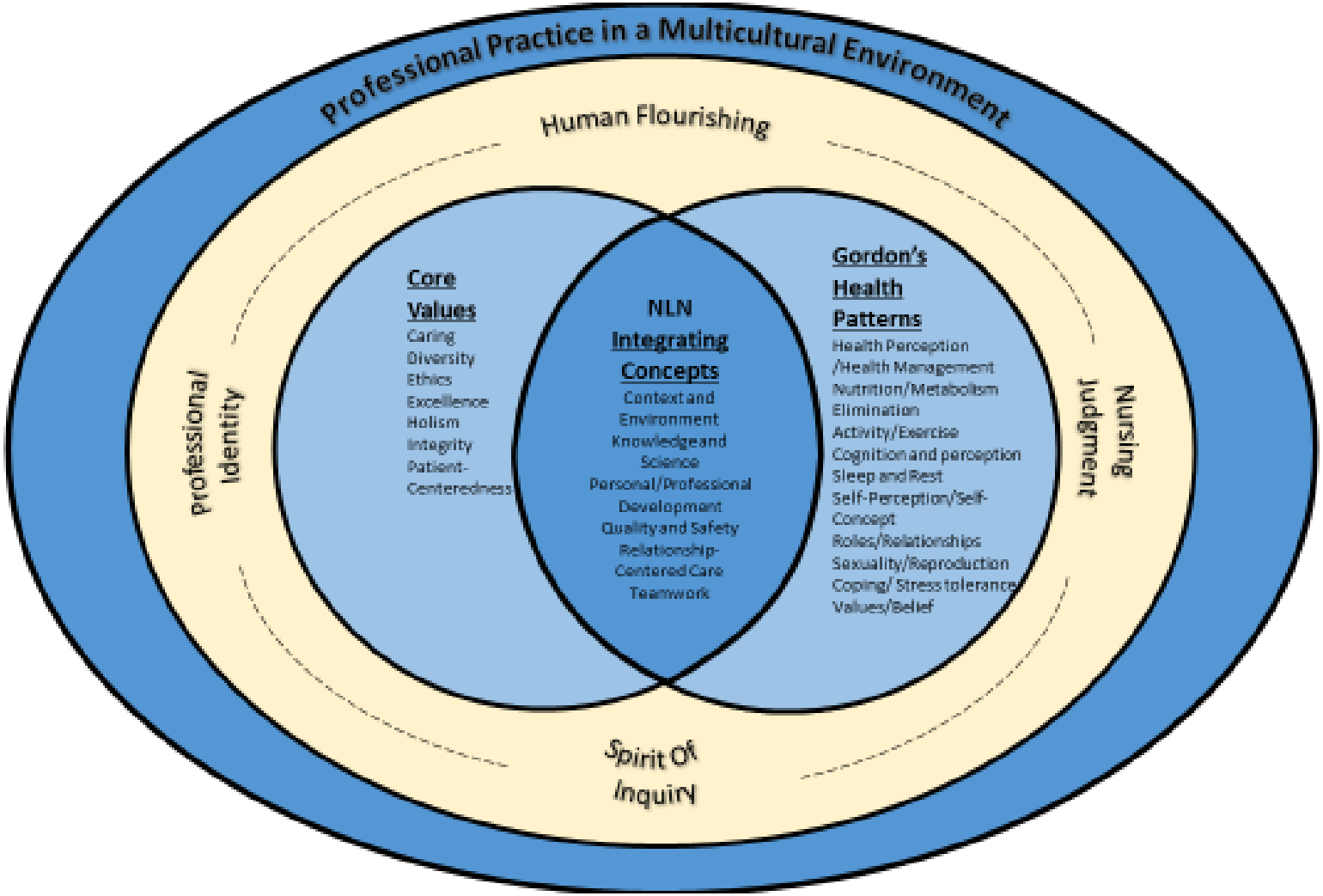
The nursing program has continuing accreditation with the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Rd NE Suite 1400,
Atlanta, GA 30326
Tel. # (404) 975-5000
Fax:# (404) 975-5020
http://acenursing.org
Next Accreditation Visit: Fall 2029

Washington State Board of Nursing (WABON)
Department of Health
PO Box 47864
Olympia, WA 98504-7877
Tel. #: (360) 236-4700
Fax:# (360) 236-4738
https://nursing.wa.gov

Seattle Colleges District
Associate Degree Nursing Program

Conceptual Framework



SECTION I
Introduction to the Program

General Information

The ADN Program Student Handbook has been developed as a source of information for students regarding academic procedures and policies. If additional information or clarification is needed, the student should feel free to contact any of the nursing faculty. This information will assist students in the program. After reading this handbook, the student must sign the statement at the end of the handbook and return it to the ADN Program Coordinator or nursing faculty.

History of the College and the Associate Degree Nursing Program

The present location of Seattle Central College campus on Broadway in Seattle, WA was the original site of Broadway High School built in 1902. The name of the school has undergone many changes in the transition from the Seattle Public School system to the Community College system.

When first built, the school was named Seattle High, but throughout the years it has also been known as Washington High, Broadway High, and Edison Technical School. Using Edison Technical School as its nucleus and with the addition of adult training and college courses, the city had its first community college.

In 1967, with the passage of the Washington Community College Act, Seattle Central College became a part of State Community College District VI. Since that time, the college has grown rapidly and now awards two-year Associate of Arts and Associate of Applied Science degrees, vocational certificates and diplomas. The ADN Program, which was preceded by the Edison Practical Nursing program, accepted its first students in 1970 and graduated from the first class in 1972. The college is a state supported institution in the Washington State Community College System and is accredited by the Northwest Commission on Colleges and Universities.

The most recent name change occurred in 2014 when the Seattle Community College Board of Trustees voted to change the name of the Seattle Community College District to Seattle Colleges. Additionally, each college name was changed to remove the word “Community” and Seattle Central Community College became Seattle Central College. This change was made in light of the various Bachelor’s degrees now offered across the district.

In January 2016, all Seattle Central allied health programs, including nursing, were moved to the new Health Education Center at Pacific Tower. The Washington State Legislature allocated funds to return the Pacific Tower, a former U.S. Public Health Service hospital, to its historical roots. Seattle Central's healthcare programs, joined by a variety of health-oriented non-profit organizations, are creating an innovative center for healthcare education and training. Nursing is

housed on the fifth floor of the building with state-of-the-art classrooms, labs, and simulation rooms.

In fall 2016, the nursing programs of the Seattle Colleges embarked on a collaboration of the three nursing programs into the formation of a district nursing program. This would enable the nursing programs to share faculty across the district and offer a common curriculum, admission criteria, and student policies. This work has continued and beginning fall 2018, Seattle Colleges District Nursing will be the campus to offer the Associate Degree in Nursing degree with off-campus instructional sites at North Seattle and South Seattle Colleges.

Role of the Associate Degree Graduate within the Scope of Nursing Practice

Nursing covers a continuum ranging from health maintenance to critical decision making and directing the activities of others. The practice of the ADN graduate includes planning, implementation, and evaluation of comprehensive nursing care. The nursing process is used as a basis for making independent judgments and decisions that require current knowledge of the laws, codes of ethics, and standards regulating the practice of nursing. The ADN graduate is responsive to the health care needs of society to maintain quality care. Each nurse bears the responsibility to maintain high standards of care, to strengthen nursing practice, and to upgrade their nursing knowledge by using current educational resources for continued learning in a rapidly changing health care environment. Associate Degree Nurses practice interdependently with all members of the health care team.

Code of Ethics for Nurses

2025 Approved Provisions

The American Nurses Association (ANA) approved these ten provisions of the new *Code of Ethics* 2025.

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
3. The nurse establishes a trusting relationship and advocates for the rights, health, and safety of the recipients(s) of nursing care.
4. Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
5. The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
6. Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

7. Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
8. Nurses build collaborative relationships and networks with nurses, and other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
9. Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
10. Nursing, though organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

American Nurses Association (2025). *Code of Ethics for Nurses*. Silver Spring, MD: American Nurses Publishing.

To access the ANA Code of Ethics: https://codeofethics.ana.org/home

SECTION II
Policies

Students Rights:

1. Students have a right to a learning environment that is respectful, free from discrimination, and provides them with the tools and resources they need to achieve success in their specified program.
2. Students have a right to assemble, form groups, and develop communities of learners.
3. Students have a right to transparency. This applies to communication with faculty and staff, program and clinical placement changes.
4. Students have a right to know where to find information, who to contact if they have questions regarding any aspect of their experience, and what to do if they identify an issue or concern during their time as a student.

Student Responsibilities

May include but are not limited to:

1. Assume responsibility for self-directed learning.
2. Keep personal matters regarding patient care in strict confidence. Sharing of information about clients must follow HIPAA policies.
3. Act as a professional while representing the college. Misconduct reflects on all students, faculty, and the college.
4. Treat all people, students, staff, and faculty with courtesy and respect.
5. Give and accept all feedback in a civil and professional manner.
6. Utilize professional communication with faculty, staff, and administration.

https://seattlecentral.edu/campus-life/student-support-and-services/student-rights-and-responsibilities

Student Misconduct

Any student who does not adhere to this code may be dismissed from the ADN Program.

SCDN supports an educationally supportive environment, meaning its intention is to provide a safe and nurturing environment for students, faculty and staff. To maintain and promote that environment, the college subscribes to a specific code of conduct, which is in accord with the Washington Administrative Code for all public institutions.
For further policies and procedures outlined by the **WAC (WAC 132F-121-120).**

It is the student's responsibility to be aware of the Student Conduct Code and participate positively in the SCDN environment. The Student Conduct Code is available in the SCC Student Handbook, revised annually, and available at the SCC Bookstore, Student Leadership, Division Offices, and other locations on campus. The spirit of the code is reflected in:

- Maintaining high standards of academic integrity
- Respecting the rights of others,
- Refraining from actions that endanger themselves or others,
- Complying with district and college rules and regulations, and
- Complying with civil authority.

Infractions of the code are subject to intervention, sanctions, or disciplinary action. If a faculty determines an infraction has occurred resulting from misconduct, or witness misconduct on school premises, that faculty will complete a Student Conduct Incident Report and submit the report to the Student Conduct Officer.

https://seattlecentral.edu/campus-life/student-support-and-services/counseling/resources-for-employees/student-conduct

The SCC Student Handbook includes reasons for dismissal for Program academic or disciplinary issues.

1. **Program Academic Misconduct includes:**

    a. Any form of deception or plagiarism in submitting assignments. Plagiarism means to steal, pass off as one's own the ideas or words of another, or to present as one's own an idea or product from an existing source including the Internet. Use of AI for assignments is at the discretion of the faculty.
    b. Any form of cheating during exams or quizzes may result in a **Zero**. This includes but is not limited to:
        - talking to other students
        - showing one's work to another student
        - copying from another student's paper and or computer
        - possession of a mobile or Bluetooth device on the student
        - any Reporting from Exam Soft or ATI regarding irregularities
    c. Exam and Quiz confidentiality: Sharing questions or answers is considered academic dishonesty and may result in dismissal from the program.

2. Disciplinary Misconduct:

The student will be asked to leave or will be removed from the classroom or clinical area at the discretion of the faculty if the faculty observes unsafe or inappropriate behavior that jeopardizes the patient's safety, causes harm to self or others, or is disruptive to the learning environment. A Learning Contract may be implemented at the discretion of the faculty.

Unsafe or inappropriate behaviors include, but are not limited to:

- Clinical care that is below minimum standards, constitutes gross negligence, and jeopardizes the patient's safety
- inappropriate social or emotional behaviors
- inappropriate verbal or non-verbal language
- acts of dishonesty
- incivility
- acts of disrespect
- inappropriate use of alcohol/drugs or using drugs prescribed for others (drug diversion); or
- written or electronic entries into a patient's medical record that includes inappropriate or derogatory remarks concerning the patient, family member, staff, or other healthcare professionals.

3. Social Networking

Social networking and electronic communication must comply with the ethical standards of SCDN in the nursing and general student handbooks. Students shall not use online social networking to harass, threaten, or discriminate against other students, staff or any member of the public (including discussion of patient experiences).
Confidentiality of students, faculty, staff and clinical clients shall be maintained at all times.
Patient information or clinical situations shall not be discussed on social networking sites.
Students shall not use social networking or any electronic media to share contents of tests or assignments resulting in academic dishonesty (plagiarism, cheating).

The National Council of State Boards of Nursing's (NCSBN) white paper "A Nurse's Guide to the Use of Social Media" can be downloaded free at
https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-socialmedia
A YouTube video on social media is also available and accessible via
https://www.youtube.com/watch?v=i9FBEiZRnmo free of charge. Please be sure to review this very important issue to assure your understanding and compliance to these standards.

Classroom and Attendance Guidelines

1. Students must be ***registered*** for the class to attend lecture, lab, or clinical.
2. Students must comply with health records and documentation for clinical sites or registration may be held pending program decision. Clinical site documentation

may be required two to six weeks in advance of the quarter. Failure to meet clinical compliance requirements may jeopardize student's ability to attend clinical.
2. Students are expected to attend and participate in classes to meet the criteria of the course's outcomes.
3. Food or drinks covered in the *classrooms* are according to campus policy. There is no food permitted in the skills lab or SIM suites. Covered water may be permitted at the discretion of faculty.
4. Use of technology in the classroom is at the discretion of the faculty. Inappropriate use will be addressed by the faculty with the individual student.
5. Cell phones should be placed in silent mode during class time. Phones need to be turned off and stowed away during exams (see exam policy).
6. Video recording is prohibited for any course. Audio recording is at the discretion of the faculty or with a request from accommodations. Course handouts, case studies and PowerPoints are for your individual use only and are the intellectual property of the course professor or publishing company. Uploading course materials, such as case studies, handouts, and PowerPoints, to any website or social media site is prohibited. Failure to follow these rules may result in disciplinary action. If an instructor plans to audio or videotape a lecture or class activity, then permission must be obtained from all students in the class.
7. Reasonable Accommodations for Religion/Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. ***Such requests must be made in writing within the first two weeks of the quarter.***
8. Students are required to have a laptop computer that meets the minimum requirements to use Examplify for ExamSoft testing. Minimum requirements for the appropriate laptop can be found at this link: **https://support.examsoft.com/hc/en-us/articles/11145768448909-Examplify-Minimum-System-Requirements-MSRs**
9. Out of class study time. In order for you to be successful in nursing school, students should plan *3 hours outside* of class study for every 1 hour of class at a minimum.

Absences

Regular attendance is essential to success in this nursing program. Courses in this program are designed to promote collaborative learning through shared knowledge and experiences during group presentations, discussions, and hands-on activities. Absence limits a student's ability to participate and hinder the collective learning environment. Therefore, students are expected to attend all scheduled classes, clinicals/simulation, and skills lab. However, if an absence is unavoidable, the student must follow the protocol outlined below:

1. Notify the appropriate faculty (class, lab, clinical/simulation) as soon as possible, preferably before the scheduled class, clinical/simulation and laboratory.
2. Notification may be sent via school or Canvas email or faculty's communication preference as stated in the specific course syllabus. Failure to communicate may result in an unexcused absence where additional make-up work may be assigned.
3. Faculty may request a note from a provider for all absences.
4. Faculty may arrange makeup work.

5. Understand that excessive absences may impact course progression and clinical competency. Please refer to Extended Absence section.

6. All clinical hours will be made up during the quarter missed using Simulation. The Simulation may or may not be held at the campus where you are attending classes. It is the students' responsibility to attend ALL make up hours during the quarter they missed. **students must complete the minimum 500 clinical hours to graduate from the program.

Tardiness

Tardiness refers to arriving late to class, lab, clinical, or simulation sessions. It disrupts the flow of instruction, may cause the student to miss essential safety or preparatory briefings, and negatively and negatively affects both the individual and group learning. Punctuality supports a respectful, safe, and effective learning environment and mirrors the expectations of clinical practice.

Definition of tardiness: Tardiness is defined as 10 minutes after the scheduled start time of class, clinical/simulation or skills lab

Student arriving late to class, clinical/simulation or skills lab sessions may or may not be admitted to the lecture/lab/clinical as per the discretion of the faculty.

If tardiness cannot be avoided, the following protocol should be followed:

1. Notify the appropriate faculty (classroom, clinical, lab, sim as soon as possible, preferably before the scheduled start time. Notification may be sent through an established method of communication.
2. Provide a reason for the delay in a professional and respectful manner.
3. Check in upon arrival to minimize disruption and receive missed instructions or updates.
4. Take responsibility for reviewing any content or assignments, activity missed during the tardy period.
5. Tardiness in clinical settings (including skills lab and simulation) will incur the following consequences.
    a. First time tardy- verbal warning
    b. Second time tardy- written/learning contract
    c. Third time tardy- absence (and will be made up accordingly).

Extended Absence

Repeated absences from lab, or clinical for an extended period will be taken under advisement by the faculty as to whether the student can meet requirements to pass the class or will need to repeat the class. If the extended absence amounts to more than ten (10) consecutive business days, the student will need to take a formal leave of absence. The student is held responsible for all material and knowledge covered during their absence. Evaluation will be made by the faculty as to the student's ability to continue. An extension of time in our program may be needed to complete requirements based upon the amount of time missed. If you are sick or injured, have a family emergency or are dealing with a truly

urgent matter, we will try to work with you individually. We do not provide accommodation for vacations. If you voluntarily choose to take time off, it is at your own risk. In summary, there are no excused absences, and due to the program's nature, faculty MUST be notified if an emergency caused the need for an absence from the program. *Learning builds overtime and sequentially.* The loss of lab and clinical time may hinder the learning experience and educational process. Reentry into the program will be determined by the reentry policy.

Inclement Weather Days and Clinical Cancellation Policy

- Clinical or theory courses may or may not be canceled on days when the college suspends classes due to weather or other emergencies. Clinical days that are canceled will be rescheduled by the program: either through an extension at the clinical site or by using a designated Simulation Day. Alternative assignments will not be accepted as substitute for required clinical hours.
- Clinical instructors have the discretion to cancel a clinical session if weather conditions are deemed unsafe in their specific assigned clinical site. The clinical faculty need to notify Associate Dean and Associate Director for such cancellation. However, any canceled clinical may be made up in actual clinical setting.
- Students are strongly encouraged to subscribe to the Seattle Colleges Alerts system to receive timely notifications of campus emergencies, including weather-related closures.

Student Representation

During the new student orientation, first quarter students will be informed of the role of the student representative. During the first and fourth quarters, students will elect one student to serve as the cohort representative and another student to serve as alternate. These individuals will act as a liaison between students and faculty and will be invited to attend at least one faculty meeting per quarter. Representatives may also be invited to meetings of the Nursing Technical Advisory Committee. If student representatives do not elect to attend the Technical Advisory Committee meeting or an invitation is not extended, the information shared from the representatives during the faculty meeting may be forwarded to the Technical Advisory Committee. The student representative role does not change the procedure for complaints or grievances. Any complaint about a test, instructor, etc. is to go through the appropriate procedures. If the cohort or a small group of students has a concern, the concern should be brought to the student representative who in turn will bring it to the faculty.

Student Records – Change of Information/Notification

1. It is the responsibility of the student to notify the ADN program office & Registrar if there are any changes in personal data. Any changes to contact information should be submitted in writing or by email to the ADN program office.
2. ***During the fourth quarter***, students will be requested to complete a degree audit through student online services to ensure all co-requisites have been **completed**.

3. ***Students must complete ALL co requisites by the end of the fifth quarter. Failure to ensure co requisites are completed may result in your delay for graduation and sitting for NCLEX.***
4. The ADN program maintains files on all students. Information in files is maintained under FERPA regulations. Files contain the following:
   a. Application
   a. Unofficial transcript grades
   b. Immunizations, CPR certification, physical assessment, and health records as required for clinical rotations per Clinical Placements Northwest ("The Consortium") and program policies
   c. Clinical evaluations and an example of a quarterly clinical plan
   d. Data information

Students may view files upon written requests to the Dean of Nursing.

Email Notifications

The ADN program office may send out emails or post Canvas announcements regarding information on registration including clinical and required courses. Requests for information should be responded to in a timely manner. Communication with you will only be made through your SCDN email address. ***Please make sure that you check your SCDN email every day.***

Notification will be sent to all graduated students regarding an Employee and Employer survey requested annually upon program completion. Completion and return of the surveys are very much appreciated by the ADN Program faculty. This assists us in program evaluation and improvement.

Student email addresses should reflect professionalism. SCDN email accounts are required.

Professional Communication when emailing faculty or staff. Please see the example below.

Dear Staff Member, or Professor XXX
My name is XXXXX
My student ID is XXXX
My cohort is South Campus Q1 student

Closing with Name

Student Complaint Process

1. Individual issues regarding instructor/course/test/clinical must be discussed with the course instructor first. This is an informal step.
   - Issues should be directed to the instructor prior to directing the concern to any other person. This information may be communicated either in writing or verbally. The details of the issue(s) and request for specific action(s) should be addressed with the person involved.
2. If the complaint is not resolved as outlined above, the student meets with the Associate Dean of Nursing. This is an informal step.

3. If the complaint is not resolved as outlined above, the student meets with the Dean of Nursing. This is an informal step.
4. If the complaint is not resolved at the Division level, refer to the SCC Student Handbook for the formal complaint process.

https://seattlecentral.edu/campus-life/student-support-and-services/student-rights-and-responsibilities/complaint-process

Progression in the Program

All nursing students are subject to the ***Policies in the SCC College Catalog*** as well as the policies specific to nursing. ADN program policy changes can be implemented at the discretion of full-time nursing faculty per majority vote. Any policy changes will be announced to students and a signature page of handbook addendum signed.

In addition to the Seattle Central College Policies, the ADN program has the following policies:

1. The following are non-negotiable:
    a. A minimum "**2.5**" grade is mandatory in all required general education and science courses for the program.
    b. A "**2.5**" **(80%)** grade or a "Satisfactory" is mandatory for all nursing courses to continue in the nursing program.
    c. Students who earn less than 2.5 (80%) on any exam or quiz ***are expected to contact and meet with the instructor prior to the next exam or quiz.***
2. The nursing theory, lab, and clinical courses (NURS courses) are taken concurrently.
    a. Any required course in the nursing curriculum in which a student receives a grade below a 2.5, "NC" (No Credit), or "W" (official withdrawal), may be repeated only once. Only one quarter may be repeated throughout the duration of the program.
    b. A student failing a lab or clinical course may not remain in the linked nursing theory course and must withdraw. A student returning to the program must take the failing clinical course over as well as the concurrent theory courses.
    c. When a student does not pass a course(s) in a particular quarter, the failed course(s) and associated theory, lab (if applicable) and clinical course must be repeated even if these courses were successfully passed during the quarter. If the student has successfully passed PHIL or PSYC courses from that quarter, those courses will not need to be repeated.
    d. The student will rejoin the Nursing program when there is space available at one of the campuses in the district when that quarter's content is taught again. There is no guarantee that the student can continue in the program at their original campus and no guarantee when the student will be able to rejoin the program although the earliest quarter available will be pursued.
    e. All non-nursing coursework must be completed no later than the beginning of the 6^{th} quarter to progress in the program.

f. Students must meet quarterly registration deadlines to withdraw from a course (Listed on the academic calendar under important dates).
g. Students failing the return demonstration of a required skill in the nursing lab after three (3) attempts within a designated timeframe will fail the course. In this event, the entire lab course must be repeated.
h. On time completion is 6 quarters. Students who need to extend beyond 6 quarters can take up to 9 quarters for Ultimate Completion.

Written and Oral Work

Students must have the ability to write in an orderly and logical manner. Papers must reflect appropriate knowledge of grammar, punctuation, and syntax in the English language. Formal papers submitted for nursing courses must follow the writing and documentation guidelines referenced in the Publication Manual of the most current edition of the American Psychological Association. APA specific guidelines and resources to help students with this format are available in the Library and Writing Center. Criteria for grading papers are included in course syllabi. Examples of oral forms of communication include class presentations and clinical conferences. Resources are available in the library.

Requirements of Written Work

Written assignments will be evaluated on format, as well as content and are to follow standards as outlined below.
All written assignments will be evaluated based on both content and formatting. Students are expected to adhere to the standards outlined below:

1. Electronic submission of work is accepted by instructor/syllabus discretion and directions, following rubrics as designated for the assignment. **The use of AI in any form is at the discretion of the instructor.**
2. All written/electronic work is to be on standard size 8 ½ x 11 paper unless other forms are required.
3. All written/electronic work is to have proper headings which include student's name, course number, date, title of assignment, and instructor's name (or appropriate APA formatting/or as directed by instructor).
4. Papers must be word-processed, unless otherwise stated, and written/printed on one side of the paper.
5. All written/electronic work must demonstrate correct spelling, sentence structure, syntax and be in the required format (outlined or narrative).
6. Resources and bibliographies are to be documented in the proper format.
7. All written/electronic work is to contain numbered pages and be stapled or clipped together.
8. The APA 7th edition style is to be used when citing sources. Copies of references may be required or requested by faculty.
9. Peer review may be required for some written/electronic assignments.

Computer Literacy: Is an essential ability to be successful in the program

It is recommended that students can perform the following computer skills:

- point to an item
- right-click an object
- use undo and redo
- check spelling
- modify table
- insert/delete a column

- open a window by double clicking
- open the start menu
- select a start menu option
- insert text
- cut, copy and paste text
- find and replace text
- highlight text
- modify a font size
- create and modify a paragraph
- format a document
- set margins
- insert tables
- use border
- create a header/footer
- print documents
- create folders
- save a document
- some experience in PowerPoint

If the student is not able to perform listed computer skills, it is the responsibility of the student to seek out the resources needed to acquire these skills. It is the expectation students will have access to computers; lack of access is not a valid reason for not getting information. Computers are available at many places such as the computer lab, public library and the college library.

Associate Degree Nursing Program Grading Scale

Numerical grades may be considered equivalent to letter grades as follows:
A minimum grade of 2.5 is required in all nursing courses to progress in the program.

Percentage-to-GPA Conversion Chart

Percentage	**GPA**	**Letter Grade**
95-100	4.0	A
94	3.9	A
93	3.8	A-
92	3.7	A-
91	3.6	A-
90	3.5	A-
89	3.4	B+
88	3.3	B+
87	3.2	B+
86	3.1	B
85	3.0	B
84	2.9	B
83	2.8	B-
82	2.7	B-
81	2.6	B-
80	**2.5**	**B-** **Anything below this line is not successful in Nursing program**
79	2.4	C+
78	2.3	C+
77	2.2	C+
76	2.1	C
75	2.0	C

74	1.9	C
73	1.8	C-
72	1.7	C-
71	1.6	C-
70	1.5	C-
69	1.4	D+
68	1.3	D+
67	1.2	D+
66	1.1	D
65	1.0	D
64-0	0.0	F

Testing Procedure

Exams are administered in class. In order to promote academic honesty, every effort will be made to provide a safe and secure testing environment. The following procedures may be implemented when tests are given in major nursing classes:

For on-campus testing:

- See testing policy regarding arriving late to exam.
- Students are expected to take care of personal needs prior to the start of the exam.
- Students will be provided with a dry eraser, dry eraser board, marker and a basic calculator if needed.
- Books and backpacks are to be placed at the front of the classroom during all exams.
- Students MUST have their own laptop to access all exams.
- All coats, jackets, and hats are to be removed during exams.
- Cell phones are to be off, placed in students' bag and/or placed in the instructor's designated area. Cell phones are not permitted to be in your pocket, jacket, or sweatshirt. Any Bluetooth enabled devices, including but not limited to: ear buds, headphones, smart watches, no glasses will not be permitted.
- The time frame for testing is 2 minutes per question (exception per SCC's Disability Policy).
- Questions during exams are at the discretion of the instructor and are only allowed to clarify format and misspelled words.

Instructors will NOT provide:

- Medical terminology definitions
- Clarification of content of questions and answers
- Any information that would indicate the correct answer
- Once all students have taken the exam, an exam review will be conducted with all students, at the instructor's discretion, within one week of the exam.
- Questions about the exam questions should be submitted to the instructor by email within 48 hours following the exam review.

- After this 48-hour period, instructors will provide a response to all questions within one week.
- Students failing any exams are advised to meet with their instructor to discuss study strategies and/or content.
- When clarification is needed for a test question, the **current edition** of the class textbook or instructor assigned resources will be considered as correct.
- Faculty members may or may not allow a review at the completion of the exam
- Students failing any exams are advised to meet with their instructor to discuss study strategies and/or content.

Testing/Grading:

SCDN nursing program/each course uses a variety of learning and testing methods to ensure the achievement of the course student learning outcomes and subsequently the achievement of the end of the program student learning outcomes.

The grade for any NURS theory courses will be derived from

a. exams (**80%** weight of the total grade) ***and***
b. additional assignments such as quizzes, cases studies, groups work, ATI, FA Davis, WK, modules (**20%** weight of the total grade). All assignments count toward a final grade. If ATI exam included in course assignments it is worth 5% of total course grade.

A theory **total cumulative** grade of 2.5 (80%) or above is required for successful completion of the course.

Exams: The numbers of exams for each NURS course are determined by the number of credits as follows:

Course	**Credit**	**Exam**
NURS 101	4	3 exams + cumulative final
NURS 102	3	3 exams + cumulative final
NURS 132* MH	3	3-4 exams +ATI
NURS 103	3	3 exams + cumulative + ATI
NURS 204	5	3 exams + cumulative final
NURS 224* Peds	3	3-4 exams + ATI
NURS 205	4	3 exams + cumulative final + ATI
NURS 215* OB	3	3-4 exams +ATI
NURS 226	3	Comprehensive Predictor ATI

Exams are comprised of multiple-choice and alternate item formats similar to expectations of the National Council Licensure Examination for Registered Nurses (NCLEX-RN such as NGN questions (matrix, SATA, Fill in the blanks etc.). Each exam will include a minimum of 50 questions with at least one (1) and up to five (5) math calculation problems. This facilitates the students' preparation for the NCLEX-RN after graduation.

Exams are scheduled and announced in the course syllabus at the beginning of the quarter. It is the student's responsibility to review the syllabus and plan to take the exams as scheduled. If any extenuating circumstances prevent the student from taking the exam as scheduled or an exam is missed, it is the student's responsibility to contact the course instructor ***prior*** to the exam

either via text or e-mail. A student will be denied entry to the exam room 10 minutes after the exam starts.

Faculty may consider extenuating circumstances on a case-by-case basis when scheduling a late exam. Missing more than one examination in any nursing course may result in failure. **No exam re-takes are allowed in the nursing program.**

Assignments: The assignments allow a formative evaluation of the student achievement of the course outcomes. The optimal and required passing grade for each assignment is 80%. If students do not earn the required passing grade, it is the student's responsibility to seek guidance from the course faculty for remediation.

Remediation for exams and assignments:
If a student earns less than 80% of a course assignment, it is the ***student's obligation*** to reach out to the course faculty for additional help and guidance for remediation. The remediation process would look different for each student, and it is determined by faculty based on students' performance. Faculty recommendations to meet with the academic support person may be suggested or required as part of the remediation process.

ATI Standardized Exams

Quarter	**Course**	**Exam**
Q1	N/A	No exams this quarter
Q2	NURS 132	ATI- Behavioral Health Exam
Q3	NURS 103	ATI Fundamentals Exam
Q4	NURS 224	ATI- Pediatrics Exam
Q5	NURS 205	ATI-Med Surg Exam
Q5	NURS 215	ATI-Maternal Health Exam
Q6	NURS 226	ATI-Transition to Professional Practice Exam, A comprehensive Predictor Exam at the end of the program

In a course housing ATI specialty exam, the ATI exam accounts for **5%** of the course grade. Participation in ATI exams is a required part of the course. For ATI predictor exams during quarters 2 – 5, the expected level of achievement is Level 2 or above. Level 2 and 3 would score 50 points; Level 1- 25 points, and Level 0-12.5 points. Remediation using ATI ***Focus Review,*** and any program resources is mandatory for students scoring at Level 1 and Level 0. Upon completing remediation and earning Level 2 or 3 on ATI Practice specialty exam, students will receive an additional 12.5 points.

The Comprehensive Predictor given during 6th quarter, students are expected to meet the benchmark of 90% (POP score- Probability of passing NCLEX) for a full score of 50 points. This is based on the individual score in comparison with the national mean. A student who earns POP below 90% will receive 25 points. Remediation using ATI ***Focus Review,*** and any program resources is mandatory for students earning less than 90% POP score. Upon completing remediation and earning a POP of 90% on ATI Practice Comprehensive Predictor students will receive an additional 12.5 points.

Quarter 6 students are required to attend a three day in person ATI live review prior to the end of the quarter. Students are required to be available through the last day of the term per the academic calendar for Seattle Colleges.

Safe Medication Calculations Assessment

Safe medication calculation assessment is an essential skill for nurses which skill nursing students build over time. To meet the clinical course objectives on safe medication calculation and subsequently the program outcomes on patient safety (human flourishing), each student will complete **a scheduled** medication safety assessment in the NURS clinical courses.

Students will be provided with a calculator for the math assessment. Directions for use of calculators will be communicated by the faculty. ***Use of personal phones will not be allowed.***

Math assessment criteria include:

1. A grade of 90% must be achieved on the medication calculation assessment.
2. The assessment will include 10 medication calculation questions.
3. The time frame for medication calculation assessments is 3 minutes per question or 30 minutes maximum for completing the assessment.
4. If unsuccessful in obtaining the 90% on the medication safety assessment on the first attempt:

a. The student must complete a medication calculation remediation assignment.

- The student can retest no earlier than 48 hours (2 days) from the date of the first medication calculation assessment or as determined by faculty.
- There are three (3) total attempts allowed and must be completed by the end of week 4 of the quarter **except Q1 students who will begin testing in week 5.** There must be 48 hours (about 2 days) between attempts and the student cannot pass any medications in clinical until a 90% is achieved on retesting.
- Failure to earn the required 90% pass on the medication safety exam will result in failure

Associate Degree Nursing Program Clinical Courses Grading Scale

"S" (Satisfactory with credit) – course completed satisfactorily
Indicates course completed satisfactorily with a passing grade.

"NC" (No Credit) Indicates that the student did not fulfill the requirements for receiving an "S" grade and cannot pass the course. Students who do not pass a clinical nursing course will not be able to continue in the program. An ADN nursing course may be repeated only once and requires readmission to the program.

"W" (Official withdrawal) student withdraws from the course.

Exiting from the Program

Students may withdraw from the program or exit due to failure to meet minimum requirements. All nursing students who leave the program are required to have an exit interview with the Dean of Nursing. The purpose of the meeting is to inform the students of procedures and the process for re-entry. Students must meet quarterly registration deadlines to withdraw from a course. The student may be referred to the division counselor for crisis intervention. Students are responsible for contacting the Dean of Nursing for an exit interview. Failure to schedule an exit interview will be recorded in the student's file.

Re-Entry and Return into the Program

Students may seek re-entry into quarters 1-6. This re-entry and return policy refer to any student seeking to return to the ADN Program. Students seeking re-entry into the ADN Program must meet the following eligibility criteria:

1. Completion of final clinical evaluation conference for all clinical courses.
2. Submission of a letter to request return stating courses needed and the intended quarter/year of re-entry. Submit the letter to the ADN Dean of Nursing a minimum of one (1) quarter in advance of quarter requested for return. The letter must include the following.
    a. Factors contributing to student leaving the program
    b. Specific strategies developed for success if readmitted.
3. Return to the program the next time that quarter instruction is being offered and space available.
4. Successful completion of any required courses prior to the return quarter and meeting the same academic standards as current students.
5. A student may be readmitted twice to the program. If a student fails the same course twice, they will not be permitted to continue in the program and will be required to reapply. However, in the event of failure in a different course, the student will be granted an additional chance to demonstrate academic proficiency. Should a student fail three quarters within the program, they will be ineligible to continue and will be required to reapply as a new applicant. Reapplication will necessitate restarting the program and undergoing the standard admission process. It is essential for students to maintain satisfactory academic standing to progress effectively in their nursing education.
6. When a student does not pass a course(s) in a particular quarter, the failed course(s) and associated theory, lab (if applicable) and clinical course must be repeated even if these courses were successfully passed during the quarter. The content from the courses in a particular focal area (for example maternity, mental health, pediatrics, med-surg) are linked such that the student needs to be enrolled in all the courses from that focal area at the same time. If there are two focal areas covered in one quarter, only the courses from the focal area with the failed course(s) need to be repeated. If the student has successfully passed PHIL or PSYC courses from that quarter, those courses will not need to be repeated.

7. The student will rejoin the Nursing program when there is space available at one of the campuses in the district when that quarter's content is taught again. There is no guarantee that the student can continue in the program at their original campus and no guarantee when the student will be able to rejoin the program although the earliest quarter available will be pursued.
8. Readmission to the program is dependent upon:
    a. Submission of letter from student requesting re-entry.
    b. Available space in the Nursing Program.

Students who are planning to return to the program are highly encouraged to work in the nursing or health care field during the interruption in their course of studies. This will help the student stay current in health care and reinforce their skills.

The Seattle Colleges District Nursing Incident Report Process

Pertains to events involving a student and a faculty member (e.g. medication errors; near miss events) that the SCDN has reason to believe resulted in patient harm, unreasonable risk of patient harm, or diversion of legend drugs.

Immediately after the incident:

1. Student to ensure patient safety then report incidents to staff nurse.
2. Staff nurse to enter incident report into hospital incident system reporting as soon as possible following occurrence.
3. Student to notify Clinical Instructor.

By end of clinical shift:

1. Clinical Instructor will notify floor leadership (charge nurse, floor manager and/or assistant manager).
2. Clinical Instructor will notify Dean and/or Associate Dean of Nursing.
4. Dean or Associate Dean of Nursing will log the date, time, place and nature of incident into SCDN Program Incident Log.
5. Clinical Instructor or staff nurse paired with student will notify Employee Health and facility protocol for incident reporting.

Within 24 hours of incident:

1. Clinical Instructor will fill out SCDN Accident, Incident or Injury Report Form for the Students and will submit the completed form to the appropriate office on the Seattle Central, South, or North campus.

Within 2 business days of incident:

2. Faculty will use the incident report form to report an incident or near miss to the Dean or Associate Dean to review the information. **The clinical or Lab faculty will complete the form with assistance from the Dean or Associate Dean to the Washington State Board of Nursing (WABON) as needed.**

Ongoing basis:

1. Instructor will correspond with the student regarding any follow up needed using phone calls, email, text correspondence regarding further meetings, health status testing and injury care (if needed).
2. Clinical Instructor will report on the incident at the first faculty meeting following the incident.
3. Dean of Nursing or Associate Dean of Nursing will direct the full faculty to initiate root cause analysis using SPEET and a fishbone diagram. Results of this analysis will be communicated to WABON and will be evaluated for any needed changes in curriculum using the standardized plan for evaluation (SPE) guidelines.
4. Dean of Nursing will keep all documents and correspondence related to the incident in a confidential file.

Just Culture and Student Practice Events

Documentation of Student Errors resulting in patient harm or near miss

As mandated by the Washington State Board of Nursing (WABON) and incompliance with WAC 246-840-513, the SCDN Program will complete documentation of student medication errors, alleged diversion of drugs or patient harm event and report these errors to the WABON as required.

Open reporting and participation in error prevention and improvement is facilitated by use of the principles of "Just Culture." Most medication administration errors are unintentional behavioral choices where risk is not recognized. However, there are rare instances where a student makes the conscious behavioral choice to disregard a substantial and unjustifiable risk which results in a medication administration error. Careful review of mistakes, errors, and "near misses" facilitates learning from such occurrences and identifies opportunities for process and system improvement.

As part of ongoing Continuous Quality Improvement, the SCDN Program Incident Report Process will:

- Determine the cause and contributing factors of the incident.
- Work towards preventing future occurrences.
- Facilitate student learning; and
- Use the results of incident assessments for on-going program improvement.

Documentation of Medication Administration Errors or Alleged Drug Diversion must include:

1. The date and nature of the event.
2. The names of the students or faculty members involved.
3. The name of the clinical faculty member responsible for the student's clinical experience.
4. Assessment of findings and suspected causes related to the incident or root cause analysis.
5. Nursing education program corrective action; and
6. Remediation plan, if applicable.

Documentation of medication administration errors or alleged drug diversion must be reported to the Dean or Associate Dean of Nursing within one business day. The Dean or Associate Dean of Nursing will work with the clinical faculty member to submit a report to the WABON within two business days of the incident. A complete report will include the Incident Report Form and a Root Cause Analysis form. Original copies go to the Dean of Nursing for signature, entry on the SCDN Incident Log and then to the student file. In order to ensure that the student, faculty, clinical staff and patient or client receive unbiased consideration, the event will be evaluated using the North Carolina Board of Nursing Just Culture Student Practice Event Evaluation Tool (NCBON SPEET). See: North Carolina Board of Nursing (NCBON) SPEET and NCBON Just Culture. Also see WAC 246-840-513.

SECTION III
Nursing Skills Lab

Nursing Skills Lab

The student must attend the nursing skills lab at the assigned times and in the designated group. Students may be paired or assigned to work in a group to practice nursing procedures such as physical assessments. Students will pay a quarterly lab fee at the time of registration that covers consumable supplies.

Open practice lab hours may be available to students to master skills as time and resources allow. Return to lab practice may be required if the clinical instructor observes the student not performing nursing skills at a satisfactory level in clinical. If lab practice is required, the student must complete this practice before the next clinical week and bring documentation of completed practice back to the clinical instructor.

Guidelines for the Nursing Skills/Clinical Simulation Lab include:

1. **All labs are mandatory**. Please refer to Classroom and Attendance Guidelines section above
2. The Nursing Skills/Clinical Simulation Labs are to be considered a healthcare professional patient care environment and treated in a respectful manner.
3. Students are expected to adhere to the **student uniform** and dress code to participate. This ensures safety, asepsis, and presents a professional image at the college. (Refer to Clinical Policies, Student Uniform and Dress Code)
4. Students must leave the lab area in working conditions for the next group.
5. A covered drinks in approved lab areas only; no sitting on beds; environment is to be kept tidy and orderly; mannequins positioned and covered appropriately; equipment put away after use, etc.
6. Psychomotor skill practice during scheduled lab time provides time for students to practice with an instructor present. This time is considered mandatory.
7. The Simulation/Lab Specialist is available to assist students with technical skills related to the manikins and technical equipment (not nursing skills or instruction).

8. Nursing skills check-off in lab: The syllabus for each lab course will outline the specific skills that must be performed with a return demonstration to be successful in that course. Each student must successfully complete a return demonstration of these skills in lab within three (3) tries and within a designated timeframe to pass the course.
9. Nursing skills performance in clinical: Students may perform skills in clinical that have been introduced, practiced and/or checked off in the lab. Other skills may be performed under the discretion and supervision of the instructor. Students may not perform skills prohibited by the clinical facility and nursing program policy.
10. Written/electronic assignments, quizzes, and tests may be required.

The Simulation Lab is considered part of the nursing program. All students will sign a form regarding understanding of the video component, manikin use, purpose of the simulation experience and confidentiality.

Visitors/Children in Nursing Lab or Clinical Sites

Visitors or children are not allowed in any of the instructional settings (classroom, labs, or clinical). Violation of this policy will be discussed at a faculty meeting and may mean dismissal of the student.

SECTION IV
Nursing Clinical Practice

Nursing Clinical Practice

Clinical instruction and experience are provided throughout the program in various sites such as extended care facilities, state and private hospitals, clinics and/or community health agencies. The nursing student is responsible for following the policies related to clinical practice, procedures and performance. Students must meet all health requirements to participate. As a matter of safety, students should inform the program of any changes in their health status.

The role of the clinical faculty is to provide supervision, instruction, and evaluation. It is the student's responsibility to seek instructor guidance and support in performing care. Students may write a response to any instructor's anecdotal note and/or sign awareness of such note.

Feedback is provided to students through the following:
1. Written Clinical Evaluation Tool;
2. Midterm and final evaluation;
3. Anecdotal note when needed.

Clinical Criteria:

Each clinical day, the student's performance is evaluated by the clinical instructor for all criteria.
- Performance is **satisfactory** when criteria are met, and clinical nursing skills are safely and competently performed. The student is expected to integrate theory into practice and utilize critical thinking. This earns an "S" on the Clinical Evaluation Tool.

- Performance **needs improvement** when criteria are met, and clinical nursing skills are safely and competently performed. However, the student has difficulty integrating theory with practice and/or utilizing critical thinking. This earns an "NI" on the Clinical Evaluation Tool.
- Performance is **unsatisfactory** when criteria are not met and/or clinical nursing skills are not performed safely or competently. The student also is unable to integrate theory with practice, utilize critical thinking and/or requires ongoing guidance with verbal and physical cues. This earns a "U" on the Clinical Evaluation Tool and an anecdotal note is written to describe the specific deficiency in performance. An improvement plan and/or return to lab may be required for improvement in performance. When clinical performance is unsatisfactory, the student must take appropriate action to improve performance and must demonstrate improvement in consequent clinical weeks.

Policy Regarding Washington State Criminal Background Check

Seattle Colleges District Nursing Program (SCDN) will abide by the Washington State Department of Health criminal background criteria guidelines for exclusion in the program process and denial of admission if the student would be denied licensure. If SCDN Program is unable to place a student at a clinical site due to his or her criminal history or background check, based on stricter regulations at the clinical site, SCDN is under no obligation to find another clinical site for the student. American Data Bank, the company that handles all student health and required clinical documentation, provides students with information about the required procedures for the background check.

Release of Clinical Information

If the student wants any information released regarding their clinical performance to prospective employers, a special "Release of Information" form, signed by the student must be in the student's file in the ADN Program Office.

Student Uniform and Dress Code

Students must be in uniform or professionally dressed to participate in clinical or lab. The student uniform is to be worn only in the clinical and lab areas.

Students are expected to be dressed in the appropriate uniform or professional attire at clinical and lab sites during client/patient/resident interactions and in the nursing ***skills/simulation lab*** to participate in the activity. While in the clinical facility, students are expected to be in compliance with the uniform dress code or in professional apparel that is neat, modest, well-fitting and conforms to the SCDN ADN program dress code as well as the agency/facility dress code policies and guidelines. The student uniform is to be worn only in the clinical area or in the nursing skills lab. All uniforms and professional attire worn in clinical facilities must be clean and neatly pressed. Belted pouches such as "fanny packs" must not be worn with the uniform in the lab or clinical site. Such articles present an infection control hazard and take away from professional student presence. ***A student who is not in proper uniform with badge when arriving at the clinical facility may not participate in clinical or lab.***

1. **The approved dress code-uniform** consists of:
    a. Navy blue scrub top with SCDN patch on the left sleeve
    b. Navy blue pants/skirt
    c. Photo ID badge obtained from the campus where classes are being taken
    d. Hosiery/socks are required to be worn with uniform slacks/trousers or skirts.
    e. Solid color shirts may be worn under uniform and may include long sleeves without any markings or design.
    f. As a matter of safety, pant/skirt length must not touch the floor. Pant legs should not be rolled up but appropriately hemmed.
    g. Seattle Central College patch on Left sleeve of scrub top, 3 inches down from shoulder. Patch is to be properly affixed either by being sewn on with matching blue thread or use of a fabric adhesive with the patch properly oriented as seen below. If a Navy-Blue scrub jacket is worn, a patch must also be on the Left sleeve as directed above.

2. **Professional business attire** is to be worn in selected clinical areas and the nursing skills lab when uniforms are not required.
    This includes:
    a. Slacks/skirts should be conservative, solid color, no cargo style pants, clean and wrinkle free. Skirts must be at or below the knee.
    b. Belt is to be worn with slacks/skirt when shirt is tucked in and there are belt loops.
    c. Shirts may be any acceptable styles including polo or golf-style shirts with collars, button shirts with collars and sleeves, non-imprinted shirts (plain, solid color, with no logos or printing), blouses, turtlenecks or plain sweaters. Shirts must not be revealing or low cut and must cover midriff and back. Suggest shirt length is at the hip line.
    d. Shirts with shirt tails must be tucked into slacks or skirt. "Hoodies" are not permitted.
3. **Undergarments** are to be worn, and *undetectable through the uniform or professional attire*.
4. **Footwear** worn with the uniform or professional attire must be clean and scuff-free, sturdy, with closed toes and backs and must be low-heeled. Shoes must be professional athletic low-heeled (no elevated soles such as platform style) and slip proof for clinical. Shoe-strings must be clean and not frayed.
5. **Photo ID badge** must be worn at all times in clinical facilities. The photo identification badge must be worn above the waist. No stickers are to be placed on the identification badge as these would obstruct the name or picture unless required by clinical placement.
6. **Professional grooming & hygiene** is expected to be maintained with bath/shower, deodorant, oral hygiene and clean clothes. No offensive body odors.
7. **Hair** must be neat, combed, clean, and kept away from the face. Longer hair must be pulled back and up with small, simple hair accessories to assure that hair does not fall into the work field or onto the patient.
8. **Head covering** may be worn for cultural or religious reasons. Shoulder length head scarves may be worn and tucked under the scrub top to ensure head covering is not hanging down to contaminate. No hats are to be worn in the lab or clinical facilities.

9. **Facial hair** must be clean and neatly groomed. Beards, sideburns and mustaches are to be trimmed and short.
10. **Perfume, cologne, aftershave lotion, and body lotions:** Students are not permitted to wear fragrant products in patient care settings. This includes all personal care products such as perfumes, colognes, aftershave lotion, hairspray and gels, body lotion or powders, deodorant products, etc. Students are expected to be respectful of scents in the nursing lab and classroom as well and use ***unscented grooming products*** whenever possible. Students should also be aware of smoking odors that linger and take steps to prevent "smelling of smoke" in patient care areas.
11. **Jewelry** must be kept to a minimum. One watch with a second hand and a conservative band. No dangling earrings. If a religious medal or other neck chain is worn, it should not be visible on the uniform.
12. **Nails** should be clean, well-manicured, and short. Nails can be no more than 1/16" beyond the cuticle line. The use of artificial nails is not permitted. Nail polish must be clear, colorless, or a natural color. Nail polish must not be chipped.
13. **Makeup** is to be used with discretion and kept to a minimum. Theatrical or extreme makeup is not acceptable.
14. **All students must be in compliance with agency policy and procedure for clinical.**

Scope of Practice

Nursing practice is constantly changing and developing in response to the health needs of society, technical advancements, and the expansion of scientific and nursing knowledge. The core concept in determining scope of practice is whether the activity is appropriate considering the nurse's level of educational preparation, training and professional experience. Within that concept, a nurse's individual scope of practice varies and changes throughout a nurse's career with continuing education and practice experience. The nurse's activities must also fall within the legal boundaries established to ensure public protection. Nurses are responsible and accountable for determining whether an activity is within their individual scope of practice.

The Scope of Practice Decision Tree is a tool to assist nurses in making decisions about their practice and will be introduced and discussed with students in the nursing program
The Washington State nursing laws are broad and principle-based so that nurses in any setting may reflect on and develop their own scope of practice. Nurses must continually update their practice by using new knowledge and skills. The Nursing Commission supports nurses working up to the full extent, within the legal boundaries, of their education and training. For more information in Scope of Practice see the websites below.

Washington State Department of Health Board of Nursing Commission Scope of Practice Decision Tree DOH 669-305 (March 3, 2017). Nursing Commission Scope of Practice Decision Tree

National Council of State Boards of Nursing. Changes in Healthcare Professions' Scope of Practice: Scope of Practice Decision-Making Framework | NCSBN

Clinical Passport Requirements for Clinical Facilities

All clinical students are expected to meet health standards similar to any healthcare institutional employee. The Clinical Passport is approved by Clinical Placements Northwest **(CPNW)** and is the standard for clinical requirements. Additional requirements may be necessary per individual institution assigned for a clinical rotation. Students must upload all required paperwork to the designated compliance management system. Any student out of compliance with the required passport documentation will be prohibited from registering for nursing classes until in compliance. A copy of all health records and health insurance are part of the required documents to be uploaded to the compliance management system as well as completing a disclosure form for a background check. All international students must complete an international background check if admitted to the nursing program. It is cautioned that students maintain integrity regarding background checks. If an item is not "disclosed" and is discovered by the clinical site, the student will be removed from the clinical site. The nursing program will not guarantee placement for any student removed from a clinical site due to non-disclosure on the background check. This may result in removal from the nursing program and the re-entry policy would then go into effect, as appropriate.

Prior to entering clinical, current health insurance is required for the entire program. Students are responsible for purchasing health insurance for their own medical expenses. If it is necessary for the student to get medical care of any kind, including emergency room treatment in the clinical setting, the student will be responsible for any charges incurred.

Students are required to report any changes in their physical and/or mental health, including pregnancy, from the health form originally submitted. A repeat physical and mental health assessment and not from a provider may be required at any time during the program if status has changed and/or requested by the faculty. Students must meet all criteria to participate.

Required Immunizations

Students are required to comply with the CPNW annual immunizations as required by clinical agencies. Immunizations may change at any time during the program and students may need to receive additional immunizations as required by agencies.

1. For the TB/Vaccination requirements the student must provide a completed Vaccination and TB Screening Form or official documentation from the student's medical record or healthcare provider showing documentation of current attainment of the following: a. Annual Tuberculosis screening.
2. Varicella (Chicken Pox) evidence of immunity (written documentation from healthcare provider showing 2 doses of vaccine or laboratory evidence of immunity).
3. Measles/Mumps vaccination (written documentation from healthcare provider showing 2 doses of vaccine or laboratory evidence of immunity).
4. Rubella vaccination (written documentation from healthcare provider showing 2 doses of vaccine or laboratory evidence of immunity; at least one of the doses must be live rubella vaccine).
5. Tetanus-Diphtheria-acellular Pertussis (TDaP) vaccination with a Td booster every ten (10) years.
6. Hepatitis B vaccinations and post-vaccination titer (documentation of 1st injection required by the first day of fall quarter; series and titer must remain on schedule and be completed prior to entering the second year).

7. Influenza vaccine (required annually).
8. COVID-19 Booster (required annually). Students may experience challenges being accepted into the clinical agencies without the most up to date booster vaccine. This is at the discretion of the clinical agency.

Basic Life Support (BLS) Certification

Students must have a valid **American Heart Association Basic Life Support (BLS)** certification for Providers. This is required prior to first quarter. If the BLS/CPR card expires during the quarter when the student is in clinical, the card must be updated prior to starting the quarter so it can be submitted by the facility deadline for required paperwork. BLS/CPR training **must be provided by the American Heart Association**.

Clinical Policies

These policies apply to the nursing skills lab and clinical settings.

Inclement Weather Days

Please refer to Classroom and Attendance Guidelines section above for Inclement Weather Days for clinical

Responsibility Policy for Clinical

- **Arrive on time** prepared for the skills lab, Simulation, or Clinical site experience
- Be in **proper uniform** including: SCDN navy blue scrubs, closed toe shoes, watch, stethoscope, and other items as required by the faculty or agency.
- **Assignments**: Clinical assignments are made by the program and may not be altered without Dean's permission. During the six-quarter program, students will be assigned to either day and/or evening clinical rotations. Weekend rotations may also be utilized. Clinical rotation assignments will be posted and are final upon posting.
- **Transportation**: ***It is the students' responsibility to provide their own transportation to and from the clinical facilities. Not all clinical agencies are easily reached by bus service and maybe more than one-half to an hour away from the college***.
- **Preparation**: Students are to be prepared for clinical. The student will not be allowed to provide patient care in the clinical facility if the instructor does not have adequate assurance that the student is prepared to deliver safe care. If a student arrives at the clinic and is unprepared, this session will be counted unsatisfactory. The situation will be reviewed by the clinical nursing faculty and the Dean of Nursing as to whether the student can continue in the program. Students must participate in all areas of patient care assigned during the shift reflecting their level in the program. Failure to participate may result in failure of clinical.
- **Errors**: Clinical errors must be reported immediately to the clinical instructor. The facility may request internal form completion or contribution for quality improvement and involved instructors should comply with requests. If the incident resulted in patient harm or unreasonable risk of patient harm, the Dean of Nursing will follow the protocol described under SCDN Incident Report Process.
- **Skills Record**: A Clinical Skills Record is maintained in the student clinical file.
- **Smoking breaks** must always comply with the facility policy and taken only in designated smoking areas if available.

- **Patient Information**: All patient information is considered confidential information and must be kept confidential in compliance with the HIPAA Privacy Rules and the facility specific policies.
- **No eating, drinking, or gum chewing** is allowed in patient care areas. This includes water bottles.
- **Cell phones** use in the clinical setting for contacting the instructor is specific to the instructor and site. Some clinical sites do not allow the display of cell phones. Please check with your clinical instructor regarding individual facility policy. Please turn all devices to silent or vibrate mode or in the off position.

Preparation for Clinical and Required Equipment

Preparation for clinical includes appropriate tools for the clinical. Students are responsible to secure the following equipment for use during clinical:

a. Watch with a sweep second hand and a conservative band
b. Dual head stethoscope (interchangeable bells and diaphragms, suitable for adults and infants)
c. Penlight
d. Black pen
e. Clinical resources
f. Small notebook to take notes
g. SCC Student Badge and Site Badge if used by the site.

Personal belongings should be kept to a minimum due to possible lack of security at clinical sites.

Attendance

Please refer to Classroom and Attendance Guidelines section above for clinical/simulation attendance policy

1. Students are expected to be prepared and ready for clinical at the stated start time. Students are considered **tardy** if they arrive 10 minutes after start time without faculty notification.
2. If students are tardy, they may not be able to participate in clinical and may be sent home at the discretion of the clinical instructor.

Absences for Clinical/Simulation

All Clinicals/ Clinical Simulations/labs are mandatory. Absences will be handled on a case-by-case basis and reviewed by faculty. It is the responsibility and expectation that the nursing student attend all clinical/clinical simulations/lab days at their assigned site per quarter during the program. The nursing program's total clinical hours for the duration of the program, is 506 hours. The minimum required hours for an Associate Degree Nursing program in the State of Washington is 500 hours and can be found in WAC 246-840-531. It is the responsibility of the student to attend clinicals as assigned.

The student must call the clinical faculty directly if they will be absent. Attendance is **mandatory** for all clinicals. A minimum of one (1) hour notice to the clinical instructor is required.

Unexcused and "no call-no show" absences will result in a learning contract and unsatisfactory on the Clinical Evaluation Tool. The absence will be reported to the Dean of Nursing.

Students must begin to make up missed clinical hours during the quarter which they were absent, and the hours may be made up using simulation. Simulation Make up days may be scheduled at any site and students are expected to complete the make up on the assigned day. Students are responsible for maintaining a record of their clinical hours by course and communicating with the clinical faculty and associate director to schedule make up clinical hours.

STUDENTS ARE NOT ALLOWED TO:

a. Sign patient consent forms or sign forms which require double nurse signatures
b. Take or transcribe physician orders
c. Hang potassium IV of more than 20 mEq/hour
d. Administer blood or blood components
e. Sign as witness for blood identification
f. Manage heparin drips
g. Manage insulin drips
h. Manage cardiac drips
i. Administer chemotherapy drugs in any form
j. Administer research drugs
k. Manage epidural infusions
l. Manage subcutaneous infusions
m. Manage PCA's
n. Witness and /or sign the wasting of controlled substances
o. Receive critical lab values
p. Perform any procedure that requires special training and/or certification
q. Access or de-access a port-a-cath

Clarification: Manage includes initiate, titrate, adjust, and discontinue

****Students are not allowed to perform invasive procedures that are not introduced and practiced in the lab.*
****Please refer to policies on student responsibilities and limitations at your specific clinical facility ****

Unsafe Clinical Practice and Clinical Misconduct

It is our responsibility to educate students while providing safe client care. Any student that engages in unsafe clinical practice or clinical misconduct will be asked to leave the clinical

setting, will be in jeopardy of failing the course, and will be subject to possible program dismissal.

Unsafe practice and clinical misconduct include any behaviors that place, or have potential to place, the patient in imminent physical or psychosocial danger. Psychosocial injury includes, but is not limited to, psychological, sociological, cultural, ethnic, and spiritual trauma. Examples of unsafe clinical practice and clinical misconduct include, but are not limited to:

- Failing to assess or evaluate a patient's status or failing to report an incident involving actual or potential harm to a patient.
- Falsifying patient care records such as recording that medications or treatment were done when they were not or recording, they were done before their actual completion.
- Performing activities for which the student is unprepared; failure to obtain adequate instruction or supervision in the performance of activities.
- Appropriate for personal use medications, supplies, equipment or personal items of the patient, agency, or institution.
- Accessing medical records for which the student has no reason to access except for curiosity (own or family medical records for example).
- Attending clinical while impaired by any mental, physical or emotional condition to the extent the student may be unable to practice with reasonable skill and safety.

Safe Medication Administration Policy for Lab and Clinical

Safe Medication Administration by Nursing Students

Status:	Approved March 2022	Signatures and dates on archival copy
Effective:	On Approval	
Initiated by:	Nursing Curriculum Committee	
Relevant WAC Standard or Criterion:	WAC 246-840-516	

Purpose:

The purpose of this policy is to provide guidelines to the faculty and nursing students on safe medication administration while undertaking a range of experiences during the student 's course of study.

Plan:

As stated in the Seattle College's Nursing Program Conceptual Framework, the concept of *Safety* is overarching and integrated throughout the quarters of the nursing program. Patient safety is the primary concern for any medication administration performed by nursing students. As such, the following procedures will be followed to ensure safe medication administration.

Policy and Procedures:

Policy: Students will be provided with both theory and clinical learning experiences related to safe medication administration appropriate to their level of education. Simulated experiences with medication administration skills will be satisfactorily completed in the Skills Practice Lab before a student is allowed to administer medications in the clinical environment with supervision. Students must always be supervised by a licensed nurse for any medication

administration to a patient. Student orientation to safe medication administration includes, but is not limited to, the following simulated learning experiences:

1. Correct reading and interpretation of a medication order
2. Safe identification of the patient
3. Routes of medication administration, including the nursing judgment required to safely implement the routes of medication administration
4. Safe use of Automated Drug Delivery Devices (ADDDs) and other medication dispensing systems
5. Processes for administration of controlled substances, medication wastage, and monitoring for drug diversion
6. Medication reconciliation procedures
7. Accurate dosage calculation
8. Correct documentation of medication administration

Procedure: The procedure adopted for use by the Nursing Curriculum Committee is designed to provide a seamless approach of teaching and learning safe medication administration.

Orientation to Safe Medication Administration

Students will be provided with both theory and clinical learning experiences related to safe medication administration appropriate to their level of education. Simulated experiences with medication administration skills will be satisfactorily completed in the Skills Practice Lab before a student is allowed to administer medications in the clinical environment with supervision. Students must always be supervised by a licensed nurse for any medication administration to a patient. Student orientation to safe medication administration includes, but is not limited to, the following simulated learning experiences:

1. Correct reading and interpretation of a medication order
2. Safe identification of the patient
3. Routes of medication administration, including the nursing judgment required to safely implement the routes of medication administration
4. Safe use of Automated Drug Delivery Devices (ADDDs) and other medication dispensing systems
5. Processes for administration of controlled substances, medication wastage, and monitoring for drug diversion
6. Medication reconciliation procedures
7. Accurate dosage calculation
8. Correct documentation of medication Administration

Students will complete training and demonstrate utilization of the Automated Drug Delivery Devices (ADDDs) by the end of the first quarter of the program. In addition, students will receive on-site orientation(s) to agency-specific ADDDs, with supervision, by a licensed nurse. Information regarding safe medication administration procedures will be provided in the Nursing Student Handbook and Nursing Faculty Handbook. The clinical agency's Policies and Procedures will be included in the clinical orientation.

Evaluation of Medication Administration Competency

Students will be evaluated each quarter of the Nursing Program to determine medication administration proficiency by the use of exams that measure knowledge of pharmacology, medication administration techniques, and safe dosage calculation. Students must receive a

score of 90% correct on the quarterly Medication Administration Assessment to safely pass medication and progress in the Nursing Program.

Safe Medication Administration Competency

Student name: **Date:**

Medication Component	Knowledge, Skills and Behavior	S	U	Date Initials
	Performs hand hygiene			
1.Verification	Verify medication order			
	Validity of medication related to assessment and laboratory results			
	Allergies identified and documented			
	Weight noted if indicated			
	Ensure the six rights of medication safety are completed: medication, dose, time, route, patient and reason.			
2.Medication Retrieval	Access ADDDS machine			
	Select correct drug from ADDDS. Compare label of medication with MAR. Note expiration date.			
	Assured accuracy of medication count if applicable.			
	Perform 3 check steps to obtaining medication.			
3.Medication Administration	Perform hand hygiene.			
	Log into computer and use scanning system if applicable.			
	Verify patient using 2 identifiers.			
	Verify MAR to patient identification.			
	Provide patient education about medications.			
	Administer medication using proper technique.			
4.Medication Documentation	Document medication in MAR			
	Document or verbalize relevant data in patient chart/MAR.			
	Document or verbalize patient response assessment as needed within proper time frame.			
Oral	Keeps medication seal intact until pt. bedside			
	Opens medication seal and pours into medication cup.			
	Offer the individual their medication, checking consent, offering them a drink of water or alternative method as identified in their care plan.			

Remediation Plan:_____

_____

_____

Faculty Signature: _____ **Date:** _____

Every student must complete steps 1-4 prior to medication administration.
S= Satisfactory U=Unsatisfactory

Clinical Incident

It is essential for students to demonstrate that they understand and meet essential clinical criteria. These involve performing independent and delegated nursing functions safely; performing medical and surgical nursing skills correctly and safely; and administration of medications correctly. Because performance in a satisfactory manner is required when an incident occurs, the student must carefully and completely analyze the incident. The student must complete a written report addressing each of the following areas:

1. Review the complete procedure for safe performance of the skill.
2. Describe what happened, how/why the incident occurred, and what action was taken subsequent to the incident.
3. Identify any factors which may have contributed to the incident.
4. Delineate specific strategies for preventing a recurrence of a similar incident in the future.

SECTION V
Employment While a Student

Students may choose to work part-time during their program of studies, but their work schedule must not interfere with class/clinical schedules. Working full-time is highly discouraged.

The Nursing faculty recognizes the economic constraints that students face necessitating the need for employment. However, it is an educator's responsibility to encourage the student to view education as a priority. It is with this viewpoint then that students are encouraged to seek a balance between employment and attainment of educational goals.

The profession of nursing is oftentimes a critical and demanding one and the education in preparation for nursing is likewise critical and demanding. The nursing faculty believes that we cannot lower our educational standards for the nursing program even though we empathize with the need of many students to work. The critical variable seems to be in the ability of the student to strike a balance between employment and school. Please be aware of appropriate time management.

Nurse Technician

After completion of NURS 121, SCDN students may be eligible to work as a Nursing technician. Criteria for this designation are described in the Washington Administrative Code (WAC) 246-840-860 and 246-840-870.

https://app.leg.wa.gov/WAC/default.aspx?cite=246-840-840

https://app.leg.wa.gov/RCW/default.aspx?cite=18.79.340

To be eligible for employment as a Nursing Technician, a student must meet the following criteria:

1. Satisfactory completion of at least one academic term (quarter or semester) of a Nursing program approved by a commission or board of Nursing (ADN, diploma, or BSN). The term must have included a clinical component.
2. Currently enrolled in WABON approved program will be considered to include:
    a. All periods of regularly planned educational programs and all school scheduled vacations and holidays.
    b. The period of notification to WABON of completion of Nursing education, following graduation and application for examination, not to exceed ninety days from the date of graduation.
    c. Current enrollment will not be construed to include:
        i. Leaves of absence or withdrawal, temporary or permanent, from the Nursing educational program.
        ii. Students enrolled in Nursing department classes who are solely enrolled in academic non-Nursing supporting course work, whether or not those courses are required for the Nursing degree.
        iii. Students who are awaiting the opportunity to re-enroll in Nursing courses.

The Nursing Technician:

- Shall function only under the supervision of the registered nurse.
- May gather information about patients and administer care to patients.
- Shall not be responsible for performing the ongoing assessment, planning, implementation, and evaluation of the care of patients.
- Shall never function as an independent practitioner, as a team leader, charge nurse, or in a supervisory capacity.
- May administer medications only under the direct supervision of a registered nurse and within the limits described in this section. “Direct supervision” means that the registered nurse is on the premises, is quickly and easily available, and that the patients have been assessed by the registered nurse prior to the delegation of the medication duties to the Nursing technician. The Nursing technician shall not administer chemotherapy, blood or blood products, intravenous medications, scheduled drugs, nor carry out procedures on central lines.

There shall be written documentation from the nursing education program attesting to the Nursing Technician’s preparation in the procedures of medication administration.

The nursing education program shall provide the student in a pre-licensure registered nursing program with written information on the legal role of the nursing technician as defined in WAC 246-840-010 and 246-840-840. The information must be provided prior to the time of completion of the first clinical course and shall clearly advise the student of his or her responsibilities if he or she chooses to be employed as a nursing technician.

Procedure:

1. Complete Q1 of the SCDN program

2. Complete the NT documentation form and submit it to the PS3 at your campus location.
    a. https://nursing.wa.gov/licensing/apply-license/nurse-tech-license
    b. https://nursing.wa.gov/sites/default/files/2023-11/NTEC-education-verification-form.pdf
3. Include information about where you have applied for an NT position or provide a copy of your offer letter.
4. The office can take up to 4 business days to process your request.

For more information, contact the:

Washington State Board of Nursing
Department of Health
111 Israel Road S.E.
Tumwater, WA 98501
Tel. #: (360) 236-4700

SECTION VI: College Resources

Americans with Disabilities Act

Policy of Non-Discrimination based on Disability

Seattle Colleges District Nursing does not discriminate based on disability in the admission or access to, or treatment or employment in, its programs or activities. Requirements essential to the program of instruction or related to licensing requirements, however, are not regarded as discriminatory.

If you need classroom or course accommodations because of a disability or if you need to share emergency medical information, contact the instructor as soon as possible. At the beginning of each quarter, accommodation requires documentation from the Disability Services Office for the campus where classes are being taken.

For this upcoming academic year students at South and Central campuses should go to the Central Office to initiate a request for Accommodations. Students at the North campus will meet with the North Office.

Central: https://seattlecentral.edu/campus-life/student-support-and-services/disability-support
North: https://northseattle.edu/disability-services

Students with disabilities are expected to perform all the essential functions of the program with, or without, reasonable accommodation. The Nursing Department will work with the student and Disability Services to provide reasonable and appropriate accommodation. While the Nursing Department will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested

accommodations that would fundamentally alter the essential functions or technical standards of the program.

Student Services

A variety of resources are available to assist students in reaching their career and educational goals. Students are encouraged to become acquainted with the available resources and services so they may be utilized when needed. Refer to the College's Student Handbook for information on:

Financial Assistance

All students, regardless of campus assignment, must seek financial assistance from Seattle Central College, if needed. The college has a variety of funds available for students who need financial assistance. Specific instructions and information are available to all students in the Financial Aid Office, located in room BE 1104C, by calling 206-934-3844 or visit their webpage on Seattle Central College's website: https://seattlecentral.edu/enrollment-and-funding/financial-aid-and-funding

E-Learning

It is the eLearning's department's mission to "Support faculty in the design and delivery of quality instruction" with the vision to "Provide every student with a quality educational experience that supports success through course completion and persistence." To accomplish this, we must collaborate with faculty and department administration. More information on E-Learning available on Seattle Central's website:
https://seattlecentral.edu/programs/elearning/e-learning

Registration

New students that apply to Seattle Central College receive a START Orientation appointment after they complete the application process. For the nursing program, registration is facilitated by nursing program staff. Registration is located in room BE 1104, by calling 206-934-6918 or visit their webpage on Seattle Central's website:

https://seattlecentral.edu/enrollment-and-funding/enrollment-and-admissions/registration

Minority Affairs and Multicultural Services

Services are available to assist minority and foreign students in the college system.
Central: The office is located at BE 1103-A5; phone number 206-934-3133. International Program Department- Phone: 206-934-3893 Location: BE 1113

Student Leadership

The Student Leadership Office provides administrative support to the students and organizations of the college.

Central: The student Leadership information is available- https://studentleadership.seattlecentral.edu/

Student Complaints

Student complaints are received and processed by the Seattle Central Dean of Student Development if they cannot be resolved at the division level. The Student Leadership Office is located at SAC 350, 206-934-6924.

Student Government

Central: The Associated Student Council is recognized as the official voice of the student body. It is composed of student officers elected to deal with issues and concerns. Students are encouraged to participate in this organization. Information can be obtained at room SAC 350, 206-934-6924.

Parking

Bus service is available at all campuses; contact Metro Rider 206-553-3000.
Limited parking is available to students on campus. Fees are established each academic year for parking on campus. Parking is available through the parking office at each campus.

Child Care

Limited childcare and/or childcare assistance programs may be available on some campuses.
Central:

https://seattlecentral.edu/campus-life/student-support-and-services/childcare-assistance-program

Instructional Resource Services

Library

The libraries maintain access to a databank for journals and other resources. Any assigned readings from sources other than required texts may be placed on reserve by the faculty. The libraries on each campus offer over 150 titles including magazines, journals, and newspapers in paper format. Students can read about current events, conduct research, or just catch up on their favorite entertainment. The libraries also provide access to hundreds more titles in digital format through the library databases. Nursing student access to a variety of health care databases.

Computer Center & Library Open Lab

The computer center and the library open lab are available to all nursing students at each of the three campus sites. Current Seattle Central College enrollment and payment of tuition which includes the Universal Technology fee and/or the computer user fee are required to use the facilities.

Bookstore:

Online at this time

Counseling

The college provides counseling to assist students with career planning, academic, or personal problems. Counseling services are available on all three campuses.

Central: https://seattlecentral.edu/campus-life/student-support-and-services/counseling

Student Academic Assistance Center

Specialists are available to help students in the college system. The free support includes academic counseling, career guidance, personal growth instruction, college survival and study skills instruction.

Tutoring Services

Tutoring is available to all students enrolled at Seattle Colleges on each campus.
Central: https://seattlecentral.edu/campus-life/student-support-and-services/learning-support-and-tutoring

Bulletin Boards

There are general student bulletin boards located throughout the colleges with special notices and general information for all students. Information about job opportunities, programs, scholarships, student organizations, meetings and special events are routinely posted. Associate Degree Nursing Program bulletin boards are located near the nursing skills lab and classrooms on each of the campuses.

Student Lockers

There are a limited number of lockers available to nursing students taking classes at Seattle Central's Health Education Center. Lockers are located near room HEC 508. Lockers are assigned by the Program Coordinator based on student request. There are also cubicles in the nursing labs at North campus and South campus that can be used for storing personal items while in the learning lab.

SECTION VII
Transition from Student to Graduate

Applying for a Degree

By completion of the **fifth quarter** of the program, nursing students need to apply for an Associate in Nursing Direct Transfer Agreement/Major Related Program degree (AN DTA/MRP) as required by the college. The degree is based on technical courses required for job preparation but also include transferable general education courses. The application form is available in the Registration and Records Office. Each student is responsible for making sure all the required general education and science courses are completed with a grade of 2.5 or higher before graduation.

Requirements for the ADN DTA/MRP Degree

The ADN DTA/MRP degree requires 135 credits including prerequisites, support courses, and nursing courses. However, this degree will be accepted as a block into Washington State RN to BSN programs. The following table outlines the specific courses in the curriculum sequence.

Course	Title	Credits
Program Prerequisites		
BIOL& 160	General Biology	5
BIOL& 241	Human Anatomy & Physiology 1	5
BIOL& 242	Human Anatomy & Physiology 2	5
BIOL& 260	Microbiology	5
CHEM& 121	Introduction to Chemistry	5
MATH& 146	Q-Introduction to Statistics	5
ENGL& 101	English Composition	5
PSYC& 100	General Psychology	5
PSYC& 200	Lifespan Psychology	5
	Total	**45**
First Quarter		
NURS 101	Fundamentals of Nursing	4
NURS 111	Skills Lab I	2
NURS 121	Nursing Practice	3
NUTR&101	Nutrition	5
PHIL 131	Ethics and Policy in Healthcare I	1
Second Quarter		

NURS 102	Medical-Surgical Nursing I	3
NURS 112	Nursing Practice I	3
NURS 132	Behavioral Health Nursing	3
NURS 142	Behavioral Health Practice	3
Third Quarter		
NURS 103	Medical-Surgical Nursing II	3
NURS 113	Skills Lab II	1
NURS 123	Nursing Practice II	4
PHIL 132	Ethics and Policy in Healthcare II	2
PSYC 132	Psychosocial Issues in Healthcare I	2
Fourth Quarter		
NURS 204	Medical-Surgical Nursing III	5
NURS 214	Nursing Practice III	3
NURS 224	Pediatric Nursing	3
NURS 234	Pediatric Practice	1
Fifth Quarter		
NURS 205	Medical-Surgical Nursing IV	4
NURS 215	Maternal Nursing	3
NURS 225	Maternal Practice	1
PHIL 230	Ethics and Policy in Healthcare III	2
PSYC 231	Psychosocial Issues in Healthcare II	2
Sixth Quarter		
NURS 206	Health Promotion and Managing Care in Nursing	3
NURS 216	Nursing Practice IV	5
NURS 226	Transitions to Professional Nursing Role	3
PSYC 232	Psychosocial Issues in Healthcare III	1
	Corequisites**	**15**
	Program Total	**135**

****Note**: In addition to the prerequisites and nursing core classes, students are also required to take the following general education requirements prior to completing Q5 of the quarter to meet the graduation credits required for the nursing program.

- ENGL&102, English Composition II
- HUM 105 Intercultural Communications
- Humanities Requirement: student to choose one of the following:
  - PHIL 102 Contemporary Moral Problems 5 credits
  - PHIL 110 Intro to Social Ethics 5 credits
  - PHIL 111 Introduction to Bioethics 5 credits

These may be taken before entering the nursing program (preferred) or during the nursing program. **All general education requirements should be completed before the end of fifth quarter of the nursing program, so graduation is not delayed**.

Procedure for Requesting a Letter of Reference

The student may request a letter of reference from an instructor regarding their academic and clinical performance. Blanket "To Whom it May Concern" letters will not be written. Any reference letter will be sent directly to the agency. Students cannot pick the letter up and deliver it her/himself. The signed Release of Information Form must be on file in the ADN Program Office for any letters of reference.

Graduation

The Seattle Colleges district holds a formal graduation exercise at the end of the spring quarter. Any student who is within 15 credits of completion of a program is eligible to attend the graduation ceremony and participate in commencement activities. This is separate from the nursing pinning ceremony. Students need to apply to graduate in advance and notification comes from the office of enrollment.

Pinning Ceremony

A Pinning Ceremony may be provided with instructor participation to be determined by class majority vote. The ceremony must involve faculty advisors to help guide professionalism during the ceremony. The final ceremony components, location, speaker and speaker credentials and content of any student speaking must have faculty approval. Alcoholic beverages will not be served in conjunction with the pinning ceremony. The use of balloons needs approval from the Brockey Center; if permitted they may not be released and float in the center. Professional business attire is expected during the ceremony

Pursuing a BSN Degree after Graduation of ADN

This is an option for students who wish to pursue a BSN degree. Students planning to complete a BSN program may transfer to a 4-year university baccalaureate program upon completion of the AN DTA/MRP degree. Students are encouraged to contact the RN-BSN program at the nursing school where they hope to pursue the degree to obtain information about their admissions requirements.

Policy Regarding Washington State Criminal Background Check

Seattle Colleges District Nursing Program (SCDN) will abide by the Washington State Department of Health criminal background criteria guidelines for exclusion in the program process and denial of admission if the student would be denied licensure. If SCDN Program is unable to place a student at a clinical site due to his or her criminal history or background check, based on stricter regulations at the clinical site, SCDN is under no obligation to find another clinical site for the student. American Data Bank, the company that handles all student health and required clinical documentation, provides students with information about the required procedures for the background check.

Appendix A

Learning Agreement / Behavior Contract

Seattle Colleges District Nursing

This document is a:
□ Learning Agreement – which is used when a student is not meeting the requirements and expectations of a particular course. Specific requirements and expectations are outlined in the course syllabus. A learning agreement is in effect over the duration of the specific quarter.

□ Behavior Contract – which is used when a student is not meeting expectations for professional behavior and can include behaviors in theory, lab or clinical. A behavior contract is in effect for the duration of the student's progression in the program.

Date: _____ Quarter: _____ Course Number: _____

Student Name: _____

1. Receiving a grade below 2.5 or 80% (refer to syllabus for guidelines)
   a. _____
2. Lack of respect for:
   a. _____
3. Tardiness:
   a. Dates

      _____
4. Absences:
   a. Dates

      _____

   b. No call/no show date

      _____
5. Disruptive Behaviors:
   a. Description with date

      _____

      _____
6. Failure to complete assignments (Dates):
   a. _____
7. Failure to practice safely (Dates/Locations):
   a. _____
8. Unprofessional Behavior

a. Description with dates:

_____

_____

9. Lack of responsibility for own learning (Cheating):
   a. _____
10. Medical Error (refer to student handbook for process to follow):
    a. Date_____

_____

Learning Agreement / Behavior Contract – continued

Instructor Comments:

_____

_____

_____

_____

_____

_____

Student Comments:

_____

_____

_____

_____

Plans for Remediation/Follow-up with timelines:

_____

_____

_____

Student Signature_____ Date _____

Instructor Signature_____ _____ Date _____

****

Follow up comments (if applicable): Date _____

_____

_____

MUST SUBMIT COPY OF COMPLETED FORM TO THE DEAN OF NURSING

Appendix B
ADN Handbook Signature Form

Health/Medical Responsibility

I understand that I will be responsible for my own health care coverage and expenses incurred by me while a student enrolled in a health program at Seattle Colleges District Nursing.
I further understand that if it is necessary for me to receive medical care of any kind, including emergency room treatment in the clinical setting, I will be responsible for any charges incurred.

Student Signature: .....

Release of Information

I hereby authorize the release of information contained within my student folder in the ADN Program Office.
I understand that this information would only be given out to prospective employers upon my completion or withdrawal from the ADN Program. No information whatsoever regarding personal information (home phone, address, etc.) will be given out except to recognized personnel offices with which I may be seeking employment.
I understand that the information generally asked for includes attendance, attitude, grade average, clinical evaluations and general ability to perform necessary skills.

Student Signature: .....

Release of Social Security Number

Social Security Number (SSN) is required for participation in clinical at the clinical facilities. The SSN will be released only with permission.

I give permission for the SCDN ADN Program to release my Social Security Number to clinical facilities as required for participation in the clinical experience.

Student Signature: .....

Release of Information Consent Form

I approve the release of copies to any clinical sites I attend. These copies may include the following:

1. Immunization record
2. Any annual background check information
3. Proof of student health insurance coverage or signed waiver
4. CPR for Healthcare Providers
5. Health Insurance

Student Signature: .....

Signature Form for Simulation Video/Audio Recording and Playback

Confidentiality Agreement and Consent for Clinical Simulation Lab

As a student in the Seattle Colleges District Associate Degree Nursing Program, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I understand that some simulations are not as effective if students have knowledge of the contents of the scenario and therefore agree not to discuss simulation experiences with other students who may not have had simulation before or with my group.

POLICY:

- The simulation manikins are to be used with respect and be treated as if they were live patients.
- The simulation lab is a learning environment and simulations in the lab are to be used as a learning tool only.
- All scenarios, regardless of their outcome, should be treated in a professional manner. The student participating in the scenario should have everyone's respect and attention.
- This information is privileged and confidential regardless of format: electronic, written, overheard or observed.
- I am aware that the scenarios are recorded in order to play back for debriefing, which is an important component of the experience. I am aware that the nursing program will only use the recording as play back for my immediate group in a debriefing session. The recording will not be used for other's viewing without express permission.
- I acknowledge and understand that simulation is an important component of my nursing education and therefore my success in the nursing program. I agree to be recorded as stipulated above.

Signature: _____
Printed Name: _____
Date: _____

This signed statement must be on file in the ADN Program Office by the date assigned by the program.

I have read in entirety and agree to abide by the requirements and policies of the SCDN ADN Program as defined in the ADN Student Handbook.

I understand that I will be informed in writing of any change in policy that occurs prior to the next scheduled handbook revision and will be required to sign an addendum acknowledgement signature page.

Student Name _____
(Please print)

SID Birth Date Phone

Student Signature _____ Date _____

Appendix C
Contact Information

	Office	Office Phone	College Email
District Administration			
Lauren Cline Ed.D, MN, RN, Dean of Nursing	HEC 201F	206-934-6962	Lauren.g.cline@seattlecolleges.edu
Alison Shurtleff, MSN, RN Associate Dean of Nursing	HEC 201P	386-793-6299	Alison.shurtleff@seattlecolleges.edu
Prabhleen Kaur, MA Associate Director of Nursing	HEC 515	206-934-4302	Prabhleen.kaur@seattlecolleges.edu
Jordan Bachiller, Program Manager	Central HEC 202-P	206-934-4123	Jordan.bachiller@seattlecolleges.edu
Full-time Faculty			
Amina Aden DNP, RN	North HS 2538 A		Amina.aden@seattlecolleges.edu
Katie Gourd-Ascencio MSN, RN, CNE	North HSSR 2641 B	206-934-4559	Katie.Gourd-ascencio@seattlecolleges.edu
Maria Azpitarte, MSN, RN	South CAH 316-30	206-934-6688	Maria.azpitarte@seattlecolleges.edu
Elizabeth Azutillo, PhD, RN	South CAH 316-23		Elizabeth.azutillo@seattlecolleges.edu
Beth Beadling, MSN, RN	South CAH 316-26	206-934-6820	Beth.beadling@seattlecolleges.edu
Jeffrey Corrales MSN, RN	South CAH 316-		Jeffrey.corrales@seattlecolleges.edu
Janine Buis, MBA, RN	South CAH 316-27	206-934-6479	Janine.buis@seattlecolleges.edu
Leah Herc MSN RN	North HSSR		Leah.herc@seattlecolleges.edu
Lena Hristova, DNP, ARNP-CNS, AGCNS-BC, CNE, NPD-BC, CHSE	HS 2538A	206-934-3760	Lena.hristova@seattlecolleges.edu
Joy Locke, MN, RN	HEC 521	206 934-4326	Joy.Locke@seattlecolleges.edu
Lora Schallert, MSN, RN	South CAH 316-28	360-303-8236	Lora.schallert@seattlecolleges.edu
Jimmy Truong, MSN, ARNP-FNP-c	HEC 522	206-351-5745	Jimmy.truong@seattlecolleges.edu
Shelly Waram MSN, RN	HS-		Shelly.waram@seattlecolleges.edu
Delthia Wright-Thompson, MN, RN	Central HEC 523	206-934-6957	Delthia.Wright-Tho1@seattlecolleges.edu
Program Specialist 3			
John Pineda	North HSSR 2537 A	206-934-4627	John.pineda2@seattlecolleges.edu
Ari Alatriste			Ari.Alatriste@Seattlecolleges.edu
Simulation/Lab Specialists			
Cathy Hakola	North HSSR 2641 C	206-934-4563	Cathy.hakola@seattlecolleges.edu
Henry Antupit	Central HEC 501F	206-934-4372	Henry.Antupit@seattlecolleges.edu

Shellie Mckissick	South Campus CAH 316	206-934-5810	Shellie.mckissick@seattlecolleges.edu
Website: https://healthcare.seattlecentral.edu/programs/nursing			

Appendix D

ADN Program Concepts and Definitions

ADN Program Concepts and Definitions	
Concepts	Definitions
Context and Environment	In relation to organizations, refer to the conditions or social system within which the organization's members act to achieve specific goals. Context and environment are a product of the organization's human resources, and the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork continuous quality improvement, and effectiveness.
Core Competencies	The discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in nursing schools to meet the established program outcomes. These competencies increase in complexity in both content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care. (NLN, 2010)
Course Outcomes	Expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the attainment of program outcomes. (NLN, 2010)
Diversity	Recognition of differences among "persons, ideas, values and ethnicities," while affirming the uniqueness of each. "A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognizes individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding each other and us and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system wide behavior patterns." (NLN, 2007)
Environment	Conditions, circumstances and influences surrounding and affecting the development and behavior of a person or group.
Ethics	Reflective consideration of personal, societal, and professional values, principles and codes that shape nursing practice. Ethical decision-making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, population, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons.

Excellence	"Creating and implementing transformative strategies with daring ingenuity." "A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated." (NLN, 2007).
Holism	The culture of human caring in nursing and health care affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum.
Concepts	Definitions
Integrity	"Respecting the dignity and moral wholeness of every person without conditions or limitation." "A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and how we always are ourselves from the perspective of others in a larger community." (NLN, 2007).
Interdependent	Achieving relational integrity using the process of affectional adequacy, giving and receiving love, respect and values through effective relations and communication.
Knowledge and Science	The foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build science and further the practice. Those foundations include: understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; understanding how knowledge and science develop; understanding how all members of a discipline have responsibility for contributing to the development of that disciplines' evolving science; and, understanding the nature of evidence-based practice.
NLN Educational Competencies	Nursing competencies for graduates of Associate Degree Nursing Programs: Professional Behaviors, Communication, Assessment, Clinical Decision Making, Caring Interventions, Teaching & Learning, Collaboration and Managing Care
Nursing Judgment	Encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.
Nursing Process	A critical thinking process that requires problem solving skills, decision-making and clinical judgment which forms the foundation for all nursing interventions. Problem-solving approach to the identification of a client's

	needs and the utilization of nursing interventions designed to maintain, restore, or support health status. The major components of the process are assessment, diagnosis, planning, implementation, and evaluation (NLN, 1990).
Patient Centeredness	An orientation to care that incorporates and reflects the uniqueness of an individual's background, personal preferences, culture, values, traditions, and family. A patient centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports the respectful, efficient, safe and well-coordinated transition of the patient through all levels of care.
Personal and Professional Development	A lifelong process of learning, refining, and integrating values and behaviors that are consistent with the profession's history, goals, and code or ethics; serve to distinguish the practice of nursing from that of other health care providers; and gives nurses the courage needed to continually improve the care of patients, families and communities and to ensure the profession's ongoing viability.
Professional Identity	The internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident at the nurse learns, gains experience and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identify is evident in the lived experience of the nurse, in his or her ways of "being," "knowing," and "doing."
Program Outcomes	Expected culmination of all learning experiences occurring during the program, including the mastery of essential core nursing practice competencies, built upon the seven core values and six integrating concepts.
Quality and Safety	The degree to which health care services are provided in a way consistent with current professional knowledge; minimize the risk of harm to individuals, populations and providers; increase the likelihood of desired health outcomes; and are operationalized from an individual, unit and systems perspective.
Relationship Centered Care	Positions of caring, therapeutic relationships with patients, families, and communities; professional relationships with members of the health care teams as the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment.
Spirit of Inquiry	A persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.
Teamwork	Means to function effectively within nursing and inter professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.