

NURSING STUDENT HANDBOOK 2023-2024

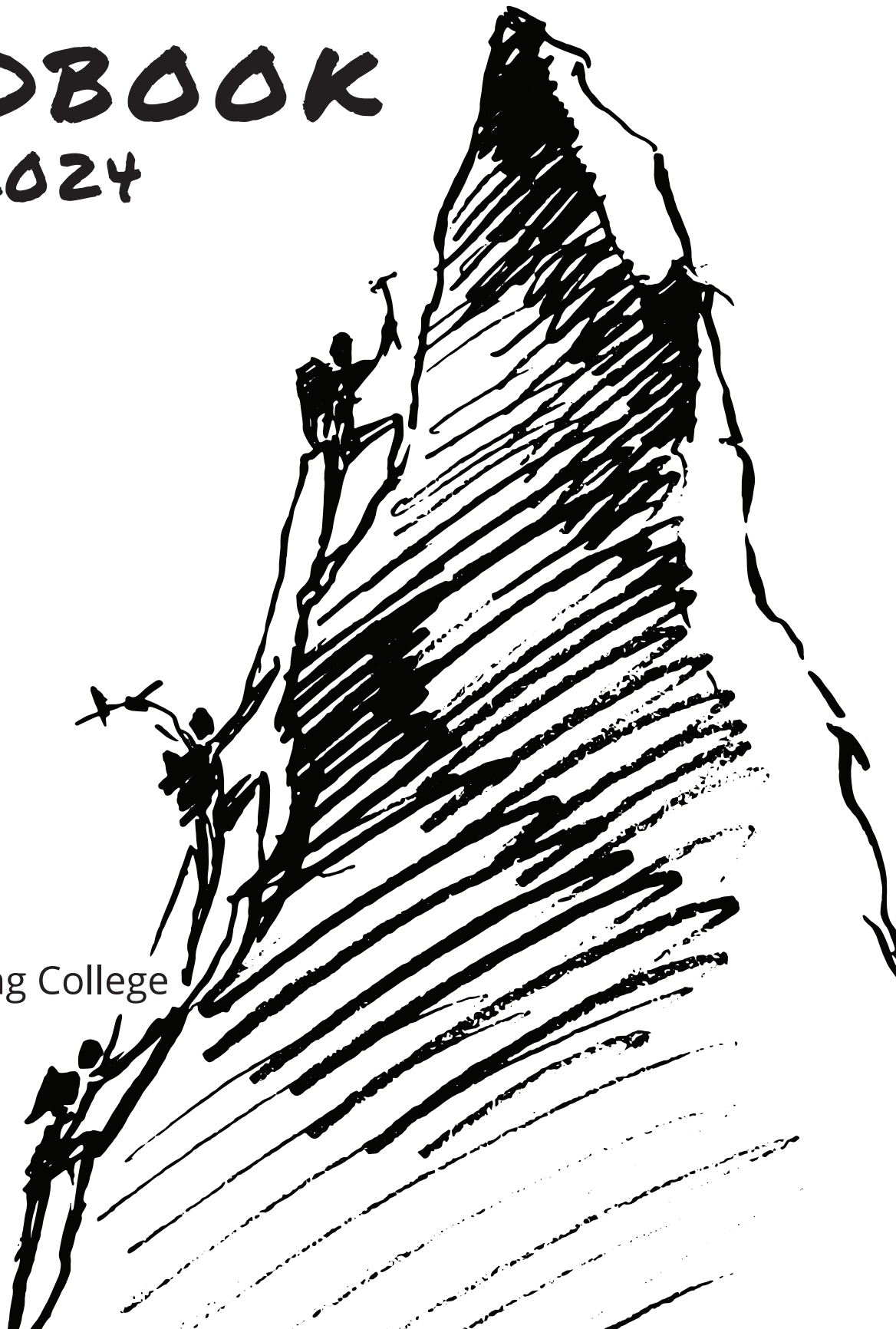
Central Wyoming College

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PREFACE

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

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

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

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

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

NURSING PROGRAM MISSION

The Central Wyoming College Associate Degree Nursing Program aims to enhance the quality of healthcare by preparing competent and compassionate entry-level nurses who will advance the nursing profession through lifelong learning and a commitment to evidence-based standards of care for individuals, families, and communities.

NURSING PROGRAM VISION

The Central Wyoming College Associate Degree Nursing Program provides supportive and creative learning opportunities to inspire academic excellence, empower individuals, build a strong nursing workforce, and provide a pathway for educational and career mobility.

NURSING PROGRAM VALUES

The Central Wyoming College Associate Degree Nursing Program core values are derived from those of the National League for Nursing and include caring, integrity, diversity, and excellence.

- Caring is fundamental to nursing, as is a commitment to the common good. All organizational activities are person-centered with the needs of others in mind.
- Integrity is evident in open communication, ethical decision-making, transparency, and in truth-telling.
- Diversity is celebrated and a culture of inclusion evolves as we work to understand one another's similarities and differences.
- Excellence is maintaining high standards while seeking to improve through continuous growth and evidence-driven transformation.

NURSING PROGRAM PHILOSOPHY

The Central Wyoming College nursing faculty believes in the intrinsic value and worth of every person. We believe health is a state of homeostasis influenced by forces affecting the person. Nursing is a practice-oriented discipline that uses evidence-based knowledge derived from the biological, physical, and behavioral sciences to provide safe and humanistic care to individuals, families, and communities. The art and science of nursing is the nucleus of the interdisciplinary healthcare system. Framed by the nursing process, nurses use clinical judgment to promote and maintain health, prevent disease and disability, care for and rehabilitate the sick, and support the dying.

CODE OF ETHICS FOR NURSES

1. The nurse practices with compassion and respect for the inherent dignity, worth, and uniqueness of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association (2015)

CURRICULUM FRAMEWORK AND PROGRAM OUTCOMES

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

Competencies that serve as a framework for curriculum development include

Human Flourishing

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

Nursing Judgment

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

Professional Identity

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

Spirit of Inquiry

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

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

1. **Safety:** Minimizes the risk of harm to patients and providers through system effectiveness and individual performance.
2. **Clinical Judgment:** The educated conclusion at which a nurse arrives guided by the nursing process and evidence of best practice.
3. **Leadership:** A heightened self-awareness to empower others toward attainment of a specific objective through the practice of nursing excellence. Leadership is exemplified through interprofessional collaboration in the management of care in a diverse and complex healthcare system.
4. **Patient Centeredness:** An orientation to care that incorporates and reflects the uniqueness of an individual's background, personal preferences, culture, values, traditions, and family. A patient

centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports respectful, efficient, safe, and well-coordinated transition through all levels of care.

5. **Professionalism:** The consistent demonstration of core values evidenced by nurses working with others to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, professional engagement, lifelong learning, and accountability.
6. **Health Promotion:** The provision of education to patients to encourage healthy behaviors and choices, prevent disease, protect from preventable illness and disastrous emergencies, all of which make a positive contribution to immediate and long-term health status.

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

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

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

MEASURES OF NURSING PROGRAM EFFECTIVENESS

1. Uphold the standards of Central Wyoming College, the Wyoming State Board of Nursing, and the Accreditation Commission for Education in Nursing.
2. Eighty-percent of graduates will pass the NCLEX-RN on the first attempt.
3. Sixty-five percent of students who enter first-semester nursing courses will complete the program on-time within four semesters. Eighty-percent of advanced placement students who enter the program in third-semester nursing courses will complete the program on-time within two semesters.
4. Eighty-percent of graduates are working as registered nurses within six months of graduation.

DEGREE REQUIREMENTS

The CWC nursing program is a 66-credit program of study leading to an Associate Degree in Nursing. Students must complete 30 credits of general education and support courses, and 36 credits of nursing courses.

General Education and Support Courses

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

* BADM 1020 may be substituted

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

Professional Nursing Courses

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

ReNEW STATEWIDE CURRICULUM

Revolutionizing Nursing Education in Wyoming

ReNEW is a statewide shared nursing curriculum whereby students can enroll in any Wyoming community college associate degree nursing program while continuing on a streamlined pathway to an optional bachelor's degree in nursing at the University of Wyoming. Your assigned advisor will provide detailed information and can assist with registration.

NURSING PROGRAM ADMISSION ELIGIBILITY

1. Applicants to the Associate Degree Nursing Program must complete the Application for Admission to Central Wyoming College (if not already done). Admission to the college does not automatically infer admission to the nursing program.
2. The Nursing Program Admission Application must be submitted. Online applications are accepted November 1 through March 1 for fall entry.
3. Applicants to the nursing program must take the ATI TEAS prior to the March 1 nursing application deadline. A minimum total score of 58.7 percent is required.
4. A minimum 2.5 college cumulative grade point average is required. For nursing program admission consideration, GPA is calculated using only courses required for the nursing degree.
5. Courses required for the nursing degree must be completed with a grade of C or higher.

6. Students who wish to transfer college credit must arrange for official transcripts to be sent by the issuing institution directly to the records office at CWC prior to the March 1 nursing application deadline. For courses in progress in the spring semester during the selection process, official transcripts must be received no later than May 31.
7. With or without accommodation, students admitted to the nursing program must meet certain Core Performance Standards described in this handbook.

NURSING PROGRAM PREREQUISITE COURSEWORK

All prerequisite courses must be completed by the end of the spring semester prior to fall entry into the nursing program. Students may fulfill prerequisites at CWC or any regionally accredited college or university. Students enrolled in courses required for the nursing degree in the spring semester during the selection process may be offered conditional admission, but must demonstrate successful completion of courses prior to May 31.

- General Biology
- English Composition I
- College Algebra
- Human Anatomy

TEST OF ESSENTIAL ACADEMIC SKILLS

The TEAS is a product of Assessment Technologies Institute® and is a standardized assessment of basic knowledge in reading, mathematics, science, and English and language usage. The outcomes assessed on the test are those that nurse educators consider most appropriate and relevant to measure entry-level skills and abilities of nursing program applicants. Studies show a consistent link between the student's performance on the TEAS and future academic success. There are 170 multiple-choice questions and the time limit is 209 minutes.

SCORING REQUIREMENTS

The TEAS must be taken prior to the March 1 nursing application deadline and a minimum total score of 58.7 percent is required. Applicants are allowed to take the TEAS twice within 12 months of the application deadline in the current admission cycle. The highest score is used. TEAS scores are valid for 24 months. If you opt to take the TEAS more than once, it is recommended that you wait one month between retest to allow time for study.

WHERE TO TAKE THE TEAS

The TEAS is overseen by a proctor and is administered at the testing center located on the Riverton campus in Main Hall 152A, and at the college outreach center located in the Center for the Arts in Jackson. You must call or email to schedule a test date and time at your preferred location. Additional test sites are listed when you register for an exam.

- CWC Testing Center: 307-855-2298; 2660 Peck Avenue, Riverton, WY; testcenter@cw.edu
- Center for the Arts: 307-733-7425; 240 South Glenwood, Jackson, WY; jacksoninfo@cw.edu
- ATI Customer Service: 800-667-7531; www.atitesting.com

CREATING AN ACCOUNT AND ADMITTANCE TO THE TEST CENTER

Individuals preparing to take the TEAS must go to www.atitesting.com to create a student account prior to the scheduled test day. You will be prompted to enter/select an institution name – the Central Wyoming College institution name is **Central WY CC**. Once you have created an ATI student account, you are able to register for an exam.

You must bring your ATI username and password and a current government-issued photo ID the day of testing. Accepted forms of ID include a driver's license, military ID, tribal ID, and passport. The cost of the test is payable by a major credit/debit card the day of the test. Do not bring electronic devices of any kind to the testing center.

EXAM SCORING AND SUBMITTING YOUR TEAS TRANSCRIPT

Upon completion of the TEAS, you are immediately able to view your score under the MY RESULTS tab in your ATI student account. A complimentary TEAS transcript is automatically submitted to the school/location where you took the test. You may arrange to have additional TEAS transcripts sent to more than one school from either your ATI Student Account or the ATI Store at www.atitesting.com. TEAS transcripts submitted to additional schools are assessed a fee per each results report. If you plan to apply to the CWC nursing program and you are taking the TEAS at a location other than the CWC Riverton campus or the Center for the Arts in Jackson, it is your responsibility to arrange for your transcripts to be electronically sent to CWC by ATI prior to the March 1 nursing application deadline. Paper or scanned copies are not accepted.

PREPARING TO TAKE THE TEAS

A variety of TEAS study materials and practice assessments are available for purchase at the ATI Store at www.atitesting.com. Study guides are also available for checkout at the CWC library and the Center for the Arts in Jackson.

NURSING PROGRAM SELECTION AND NOTIFICATION

Admission to the program is competitive and enrollment is controlled. Each year, 40 students are selected based upon a comprehensive evaluation of complete applications. Applicants are reviewed and ranked using a two-tier system.

TIER I: APPLICATION EVALUATION AND SCORING

In Tier I, points are awarded in the following areas:

1. **Grade point average.** A minimum 2.5 college cumulative GPA on a 4.0 scale is required. GPA is calculated using only courses required for the Associate Degree in Nursing at CWC. All courses must be completed with a grade of C or higher. For applicants repeating a course in the spring semester during the selection process, the previously earned grade is used in admission point calculations. GPA is calculated to the hundredth place and is not rounded.
2. **TEAS score.** A total score of 58.7 percent or higher is required.

Total points are calculated using a weighted formula:

- a. **GPA** is converted to a percentage and is weighted **40** percent
- b. **TEAS** score is weighted **60** percent
- c. Both numbers are added to determine total points
- d. A tie in total points will be broken using the GPA first, then the TEAS score.

Points Calculation Example

Student with 3.23 GPA and 71.6 TEAS score

GPA: $[3.23 \times 25] \times .4 = 32.3$

TEAS: $71.6 \times .6 = 42.96$

$32.3 + 42.96 = 75.26$ total points

3. **Work experience as a Certified Nursing Assistant, Certified Medical Assistant, or Certified Emergency Medical Technician.** Five bonus points are added to the admission points total for applicants who meet the following criteria:
- Current CNA licensure listed on the Wyoming State Board of Nursing registry, or proof of current certification as an MA or EMT
 - Continuous employment as a CNA, CMA, or EMT for the past one year providing direct patient care for a minimum of 30 hours per week

To receive admission bonus points, **you must contact the nursing program director at the college and provide a valid license number.** Additionally, a letter verifying current employment must be written on company letterhead and sent directly from a human resource official at the employing agency to the CWC nursing director at 2660 Peck Avenue, Riverton, WY 82501 by the March 1 program application deadline. Documentation must include job title, hours worked per week, date of hire, and verification of current employment. The employer's contact information must also be included for validation purposes. Other types of healthcare experience do not qualify for bonus points.

TIER II: POST-SELECTION REQUIREMENTS

Applicants who accept an offer of admission to the program will advance to Tier II and must meet the following requirements by May 31:

- Criminal background check from the designated company
- Immunization records on file in the nursing office at the college
- Official transcripts received in the CWC records office documenting completion of prerequisite coursework in progress in the spring semester, if applicable

Full admission is contingent upon completion of Tier II requirements. Failure to meet the requirements will result in a rescinded admission offer.

DECISION NOTIFICATION

Applicants are notified of admission decisions via postal service 4-6 weeks after the March 1 application deadline and will receive either (1) a letter of acceptance, (2) an offer for placement on the alternate list, or (3) a letter of non-acceptance. An alternate list is maintained for each cohort in the event an applicant declines acceptance. Students placed on the alternate list will be notified if an opening occurs.

An applicant who is notified of acceptance to the program must return the Acceptance Reply Form in order to reserve a position in the class. Admission may not be deferred or rolled over to a later term. If an accepted applicant opts to withdraw their application, notification of withdrawal must be received by the nursing office in a timely manner. Failure to notify the nursing office of intent to withdraw application may affect future consideration for admission.

REAPPLICATION

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

PROGRESSION IN THE NURSING PROGRAM

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

- The student must take nursing courses in the established sequence.

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

DISMISSAL FROM THE NURSING PROGRAM

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

CAUSES FOR DISMISSAL INCLUDE, BUT ARE NOT LIMITED TO

- Failure to meet academic course requirements
- Failure to meet clinical course requirements
- Behaviors that endanger patient safety and well-being
- Infractions of clinical agency policy or code of conduct
- Violations of confidentiality
- Fraud or deceit
- Being unfit or incompetent to practice nursing by reasons of negligence, habits, or other causes
- Being unable to practice nursing with reasonable skill and safety to patients by reason of physical, emotional, or mental disability, with or without reasonable accommodations
- Performance of unsafe nursing practice or failure to conform to the essential standards of acceptable and prevailing nursing practice, in which case actual injury need not occur
- Knowingly engaging in an act that is beyond the scope of nursing practice

WHEN THE STUDENT'S BEHAVIOR WARRANTS DISCIPLINARY ACTION

1. A written warning will be issued for infractions of program regulations or professional standards. A copy of the warning (Disciplinary Record) will be kept on file in the nursing office at the college. Students who have been given a written warning and continue to violate program regulations or professional standards will be dismissed from the program. When behavioral reasons warrant immediate action, a student may be dismissed without written warning.

2. In the instance of imminent danger to patient safety and well-being or violations of the clinical agency code of conduct, the student will be immediately asked to leave the clinical area and instructed to cease attendance at clinical until the incident can be investigated or resolved. Absence is reflected in the clinical grade.
3. At faculty discretion, a student who has been dismissed from clinical may be permitted to attend the classroom component of the course until the incident is investigated and resolved.
4. The clinical instructor will meet with the student to provide written documentation of the incident and discuss the charges or review the patterns of evidence that prompted action. This meeting between the clinical instructor and student will take place within two business days prior to the next scheduled clinical date.
5. The student may respond to the allegation(s) in a verbal or written form.
6. The clinical instructor will notify the course leader and nursing program director of the circumstances and will request a review by the faculty team, at which time the student is permitted to attend and present their case.
7. The nursing selection committee will render a decision regarding continuance in or dismissal from the program. A decision for continuance will outline steps for remediation. A decision for dismissal will specify whether the student is allowed to reapply to the program.
8. In the event of dismissal from the program, it is the student's responsibility to officially withdraw from classes through the records office. Failure to withdraw will result in a failing grade on the final transcript.
9. Written notification of the outcome will be given to the student and a copy will be sent to the Vice President for Student Affairs.
10. The student may appeal a decision for dismissal through the academic appeals process outlined in the CWC Student Handbook.

READMISSION TO THE NURSING PROGRAM

1. A student who is academically dismissed or who withdraws from the nursing program may be readmitted one time.
2. If the second attempt of the same course or any subsequent course results in failure and/or withdrawal, the student is not eligible for reentry at any point.
3. The student seeking readmission to the nursing program in the **first** semester will have the opportunity to do so once and will compete for admission with the applicant pool.
4. Students who seek readmission into the course they were enrolled in at the point of departure must reenter within one academic year.
5. The student must meet with the nursing program director and sign a "Reentry Learning Agreement" at least two months prior to the semester of reentry. The Reentry Learning Agreement will outline the terms for reentry. Failure to meet the terms of the reentry plan will forfeit reentry into the program.
6. The student may be required to submit evidence of remediation, counseling, or other activities in an effort to enhance academic success.
7. If the student left the program for health-related reasons, a release signed by a qualified healthcare provider indicating the student is cleared for return is required.
8. A student dismissed from the nursing program for disciplinary reasons is ineligible for readmission.
9. Readmission must be recommended by consensus of the faculty.
10. Students reentering the nursing program will fall under the nursing curriculum and program policies in effect at the point of reinstatement.
11. Students reentering the nursing program must meet current immunization requirements, and may be required to submit to a drug test and criminal background check.
12. Approval for reentry is based upon available space and adequate clinical resources. Readmission cannot be guaranteed regardless of the reason for withdrawal.

TRANSFER STUDENTS

Students wishing to transfer credit into the nursing program must meet the following requirements:

1. The transfer applicant must complete the Application for Admission to Central Wyoming College.
2. A minimum of 25 percent of credits toward completion of the ADN must be earned at Central Wyoming College.
3. Transfer applicants must arrange for official transcripts to be sent by the issuing institution directly to the records office at CWC.
4. The CWC registrar and nursing director will review courses for transfer credit eligibility on the basis of course equivalency.
5. Coursework accepted for transfer must be from regionally accredited postsecondary institutions. Life experience and military training are not accepted for transfer.
6. Nursing course transfer credit is limited to courses completed at ACEN or CCNE approved programs.
7. International transcripts must be translated by an approved credential evaluation service.
8. Courses considered for transfer credit must be completed with a grade of C or higher. Pass/Fail courses are assigned a grade of C.
9. A minimum 2.5 college cumulative GPA on a 4.0 scale is required. GPA is calculated using only courses required for the ADN at CWC.
10. The transfer applicant must provide a syllabus for each nursing course completed. The nursing program director and faculty selection committee will review the syllabus(es) to determine content similarity. Placement in the nursing program is dependent upon comparable knowledge and skills between programs.
11. Nursing courses accepted for transfer must parallel CWC nursing degree requirements. The most recent course must have been completed within **one** semester of the date of enrollment in the CWC program.
12. The transfer applicant may be required to take a subject matter exam and demonstrate skill competency for previously completed courses, and may be offered remediation as needed.
13. Prerequisite coursework must be completed prior to transfer into the nursing program, including
 - a. English Composition I (3 credits)
 - b. Biology (4 credits)
 - c. College Algebra (4 credits)
 - d. Human Anatomy (4 credits)
14. Transfer applicants who attended another nursing program must arrange for the administrator to send the CWC nursing director a formal letter that addresses the applicant's prior academic performance.
15. Applicants who have failed or withdrawn from more than one nursing course are not eligible for transfer.
16. Applicants accepted for transfer are required to submit to a criminal background check and drug screen, and must meet the immunization requirements of assigned clinical agencies.
17. Admission is considered on an individual basis and is limited to available space and adequate clinical resources.

LPN TO RN COMPLETION

Advanced placement in the Associate Degree Nursing Program is available for licensed practical nurses. Interested applicants must contact the nursing director.

1. Applicants must have active unrestricted certification as a licensed practical nurse.
2. Applicants must complete the Application for Admission to Central Wyoming College.
3. Applicants must arrange for official transcripts from colleges or universities to be sent by the issuing institution directly to the records office at CWC prior to March 1 for fall entry.
4. Applicants are required to take the ATI TEAS entrance exam prior to March 1 for fall entry. A total score of **58.7** percent or higher is required. The TEAS may be taken twice within 12 months of the application deadline. The highest passing score is used. TEAS scores are valid for 24 months.

5. Applicants are required to take the PN Comprehensive Predictor test prior to March 1 for fall entry, and must score at or above the national mean of **69.1** percent.
6. Applicants who achieve the required score on the PN Comprehensive Predictor will be awarded a maximum of 16 credits in nursing from CWC.
7. Applicants must enroll in NURS 1400 (LPN Transition) in the summer session prior to advanced placement in the third semester of the ADN program.
8. All courses required for the ADN must be completed with a grade of C or higher.
9. The following courses must be completed **prior to advanced placement in the third semester** of the program:
 - a. General Biology with lab (4 credits)
 - b. English Composition I (3 credits)
 - c. Math 1400 or higher (3 credits)
 - d. Psychology (4 credits)
 - e. Human Anatomy and Physiology with labs (8 credits)
 - f. LPN Transition (2 credits)
10. The remaining courses required for the ADN must be completed **prior to graduation**, including
 - a. English Composition II (Business Communications or Technical Writing may be substituted) (3 credits)
 - b. American & Wyoming Government (3 credits)
11. Students entering with advanced standing must meet current immunization requirements and submit to a criminal background check and drug screen.
12. Advanced placement must be recommended by the nursing program director and faculty selection committee, and is dependent upon available space and adequate clinical resources.

MILITARY DEPLOYMENT

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

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

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

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

CORE PERFORMANCE STANDARDS

Core performance standards are unique combinations of abilities and characteristics required for safe and effective health care. Nursing education programs must attend to these essential abilities in teaching and evaluating students preparing for professional nursing practice.

Students admitted to the nursing program must meet the core performance standards with or without reasonable accommodations, and maintain satisfactory demonstration of the standards for progression in the program. Admission to or progression in the nursing program is not based upon these standards, rather they are used to determine whether accommodations are possible.

INTELLECTUAL ABILITY

- Cognitive function sufficient to calculate, reason, prioritize, analyze, and synthesize information related to the diagnosis and treatment of patients.
- Decision-making skills that reflect consistent and thoughtful deliberation and sound clinical judgment.
- Ability to learn and retain information through a variety of teaching methods, including individual and team-based learning and the use of technology to support academic work.

MOTOR SKILLS

- Functional use of the senses of sight, smell, hearing, and touch necessary to perform physical assessment and to monitor patients.
- Sufficient motor function and dexterity required to perform or assist with procedures, treatments, and medication administration; and to respond promptly in emergency and life support situations.

INTERPERSONAL SKILLS

- Communication skills and competencies needed to exchange information and interact appropriately and sensitively with patients, families, and colleagues.
- Ability to communicate information clearly and accurately in oral and written form.
- Behavioral and social attributes, which encompass reliability, flexibility, collaboration, and leadership.
- Emotional well-being sufficient to function under stress and adapt to changing environments inherent in classroom and clinical settings, and to ensure timely completion of responsibilities.
- Cross-cultural awareness and mindfulness of how one's own attitudes, values, and actions affect his or her perceptions and relationships with others.

PHYSICAL ENDURANCE

- Physical strength and stamina to meet the demands associated with long periods of standing, moving from room to room, sitting, positioning self around patient, lifting, and exertion required for safe care in clinical settings.

REASONABLE ACCOMMODATIONS

Students are responsible for advising the nursing program director of any conditions or limitations that may interfere with their academic or clinical progress. Students who wish to request accommodations must contact the CWC Disability Services Office to begin the process for documenting their disability and determining eligibility for services. Reasonable accommodation will not be implemented retroactively, so being timely in requesting accommodations is essential. It is incumbent on the student to renew accommodations each semester. Revealing a disability is voluntary and student disability information is handled in a confidential manner.

CLINICAL RECORD REQUIREMENTS

Central Wyoming College collaborates with community healthcare agencies to provide clinical learning experiences in their organizations. Failure to meet the clinical record requirements of the agency may restrict the student from clinical assignment and will have a negative impact on the course grade.

Required clinical records include

- Immunizations and lab work
- Basic life support certification
- Criminal background check
- Drug test

IMMUNIZATIONS AND LAB WORK

The Central Wyoming College Nursing Program follows the requirements established by our clinical partners, as well as Centers for Disease Control guidelines and recommendations for immunizations for healthcare providers. Students who are notified of acceptance to the program must provide official documentation of each of each of the items listed below before admission can be finalized. Records may be submitted in the following ways: email stanek@cw.edu, or mail printed copies to the nursing office at the college.

1. **Tuberculin Test (PPD).** Riverton campus students: Two PPD skin tests administered two weeks of each other **or** a QuantiFERON-TB Gold blood test. Jackson campus students: One PPD skin test **or** a QuantiFERON-TB Gold blood test. Testing must be done within the past 12-months. Skin testing documentation must include date administered, reading at 48-72 hours (including reaction), and signature of a qualified healthcare provider. If history of positive results, student must provide a chest x-ray interpretation by a healthcare provider and complete an annual screening questionnaire.
2. **Measles, Mumps, Rubella (MMR).** Lab titer reports indicating immunity for measles, mumps, and rubella **or** documentation of two doses of MMR vaccine.
3. **Hepatitis B.** Lab titer report indicating immunity **or** documentation of the 3-dose series. Students beginning the 3-dose series must provide documentation of the first dose prior to entering the program. The last dose must be received prior to completion of next-semester nursing courses.
4. **Varicella.** Lab titer report indicating immunity **or** documentation of two doses of varicella vaccine.
5. **Tetanus, Diphtheria, Pertussis (Tdap).** Documentation of Tdap vaccination, then Tdap booster every 10 years.
6. **Influenza.** Annual flu vaccination given after September 1 of the current year. If student declines immunization, a mask must be worn at all times when in patient care areas during flu season. Students enrolled at the Jackson campus and those attending clinical at Hot Springs Health may not decline influenza vaccination.
7. **COVID-19.** Documentation of at least one dose of bivalent vaccine. Boosters may be necessary in accordance with clinical agency policies and Centers for Disease Control guidelines.

Students whose titer results show insufficient immunity must be revaccinated in consultation with a qualified healthcare provider. To provide for patient safety, students with inadequate immunity may be restricted from clinical areas. CWC is not required to provide alternate sites for clinical rotations. Failure to comply with immunization requirements will likely result in the student's inability to meet the course outcomes.

All requirements must remain current throughout enrollment in the program. Students are responsible for knowing when their documentation expires, particularly if it expires during the academic year. Costs for immunizations and lab work are the student's responsibility. Students should consider the public health nursing office as an economical source for obtaining immunizations and lab work.

VACCINATION DECLINATION

Students who decline MMR, hepatitis B, varicella, or Tdap vaccinations must provide titer reports and sign the vaccination declination form available in the nursing office at the college. In accordance with clinical

agency policy, students enrolled at the Jackson campus and those attending clinical at Hot Springs Health may not decline the seasonal influenza vaccine.

A COVID-19 vaccine waiver may be available in narrowly defined circumstances, including a medical disability or a sincerely held religious belief, practice, or observance. Waiver forms are available in the nursing office at the college. Waiver approval is at the discretion of the clinical agency and CWC is not responsible for providing an alternate clinical experience.

The college has no authority to override clinical agency rules and regulations and is not obligated to provide substitute or alternate clinical placement. As a result, the student will be unable to fulfill the clinical requirements and must withdraw from the nursing program.

BASIC LIFE SUPPORT CERTIFICATION

HeartCode® Basic Life Support Certification by American Heart Association is required and must remain current throughout enrollment in the program. A BLS provider course is offered in the fall semester for students who are not certified or whose certification is due to expire during the academic year. AHA BLS certification is valid for two years. Students must provide proof of certification to the nursing director at the college.

BACKGROUND CHECK

Students admitted to the nursing program are required to submit to a criminal background check from the designated company. Students may be required to repeat the background check in the event there is a break in clinical progression. Applicants who have reason to believe that the background check will reveal a prior misdemeanor or felony are required to consult the nursing program director.

PURPOSE OF THE BACKGROUND CHECK

1. Promote the protection, safety, and comfort of patients and colleagues.
2. Comply with mandates set forth by clinical affiliates.
3. Help to determine in advance whether the student may be a suitable candidate for professional licensure upon program completion.

BACKGROUND CHECK PROCEDURES

1. Students will be instructed on how and where to complete the background check upon acceptance to the nursing program. This is not something that can be completed ahead of time.
2. Students who refuse to comply with the background investigation, or provide false information will not be allowed to continue in the nursing program.
3. The background check includes the following searches: social security trace, state/county criminal, federal criminal, OIG, GSA, OFAC, wants and warrants, and nationwide sex offender.
4. The student is responsible for the cost of the background check.
5. A cleared background check that was completed during enrollment in the Nursing Assistant course at the college will satisfy the requirement for admission to the nursing program, provided the search was done within 12 months of entering the program.
6. Enrolled students must immediately report any changes in the status of their criminal history to the nursing program director. Failure to do so may result in dismissal from the program.
7. The college will provide written verification for students who have been successfully cleared by the background check to cooperating clinical agencies.
8. The clinical agency representative and nursing program director will determine suitability for clinical placement based on the results of the background check. Negative or flagged results will exclude the student from clinical placement until which time the matter may be investigated or resolved on a case-by-case basis.

9. In the event a student is denied clinical placement due to unsatisfactory results on the background check, the program outcomes cannot be met and the student will be denied progression in the nursing program.
10. The student may appeal the decision to deny clinical placement through the established grievance procedure outlined in the CWC Student Handbook.

DRUG TESTING

Students admitted to the nursing program must clear a drug screen prior to clinical assignment.

PURPOSE OF DRUG TESTING

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

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

REQUIRED DISCLOSURE

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

DEFINITION

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

ASSOCIATED COSTS

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

AGREEMENT TO SUBMIT TO DRUG TESTING

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

1. Upon initial enrollment in the program.
2. Upon reentry to the program for students who interrupt their sequence of study.
3. When there is reasonable suspicion that a student is under the influence of alcohol, illegal drugs, controlled substances or intoxicants (prescribed or non-prescribed). This may be evidenced by odor of alcohol or drugs, impaired behaviors, dilated/pinpoint pupils, decreased coordination, marked changes in personality, or unexplained accidents. Impairment may exist in one or more

domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions.

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

TESTING PROCEDURE

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

PROCEDURE FOR THE ALLEGED IMPAIRED STUDENT

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

OUTCOMES FOR A POSITIVE DRUG TEST

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

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

READMISSION FOLLOWING A POSITIVE DRUG TEST

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

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

RECURRENCE AFTER READMISSION

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

APPEALS PROCESS

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

CLINICAL UNIFORM CODE

Clinical attire and appearance standards are to promote professionalism, safety, and infection control. Nursing students in clinical settings are required to have a complete uniform. This includes rotations in community healthcare agencies, as well as during on-campus simulation and skills lab sessions.

In order to maintain a professional image, students are required to abide by the following:

ATTIRE

1. Students are required to purchase CHEROKEE WORKWEAR brand scrubs in the solid navy color in an approved style number. The scrub top and bottom must be from the Cherokee REVOLUTION fabric collection for a consistent look and wear.

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

IDENTIFICATION

1. Arm Patch: The distinctive embroidered nursing patch must be purchased at the college bookstore. The top of the patch should be 3” down from the shoulder seam and centered. Affix the patch on the left shoulder of all scrub tops and lab coats. Secure with the same color thread as the patch border. Safety pins are not acceptable.
2. CWC Nursing Student Name Badge: The student name badge must be clearly visible on the upper uniform chest and worn in the clinical area at all times. Arrangements for custom engraving are made with a local vendor. Imprinting will read
Line 1 - Student’s first name and last initial
Line 2 - CWC Nursing Student
3. Hospital Identification Badge: Students will receive an agency-issued ID badge and temporary password for the purpose of delivery of care (i.e., access to computers). The student is accountable for all transactions made using the badge and password; therefore, it is imperative that badges or passwords are kept secure and not shared. Agency-issued student identification
 - a. remains the property of the issuing agency.
 - b. must be returned according to agency policy.
 - c. may require a fee to replace a lost or missing badge.
 - d. must be worn and clearly visible whenever the student is in the clinical agency.

PERSONAL HYGIENE AND GROOMING

1. Hygiene and Odors
 - a. Personal hygiene must be observed at all times while in the educational setting.
 - b. There can be no evidence of cigarette smoke or other noxious body odors.
 - c. Perfume, cologne, or other heavily scented products may not be worn in order to prevent possible allergic reactions in others.
2. Hair, Nails, and Makeup
 - a. Hair will be clean and worn above the shoulders or tied back securely so as not to fall in the student’s face or obstruct vision. Extreme hairstyles and unnatural colors are not allowed.
 - b. Facial hair (beards, mustaches, sideburns) will be clean and neatly trimmed so as not to touch the scrub top; otherwise, the face will be clean-shaven with no stubble.
 - c. Fingernails will be clean and trimmed no longer than the tip of the finger.
 - d. Nail polish, if worn, must be natural in color, intact, and gel-based. Artificial nails are not permitted.
 - e. If makeup is worn, it must be natural looking and conservative so as not to distract from professional appearance.

JEWELRY AND BODY ORNAMENTATION

1. A wristwatch with a second hand is required.
2. Only one small post earring in each ear may be worn.

3. Wedding and engagement rings are allowed; however, the student may be required to remove rings in special care areas.
4. Other than what is listed above, no jewelry or visible piercing is allowed.
5. Students are responsible for safeguarding or leaving valuables at home.
6. Every attempt must be made to fully cover tattoos. Tattoos that are located on the hands and wrists may remain uncovered to allow for appropriate hand hygiene.

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

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

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

CLINICAL SUPPLIES

The student is required to have the necessary supplies at all times during clinical and simulation lab sessions. Items are available for purchase from the college bookstore and include

- Bandage scissors
- Stethoscope
- Penlight
- Wristwatch with a second hand

Scrub watches with a clearly visible display with 12- and 24-hour indicators are a good choice. Some students opt for a smartwatch or fitness band. This is acceptable as long as there is a second hand to measure vital signs.

There are several levels of stethoscopes available on the market. We suggest that you stay in the middle of the road when it comes to cost — an ultra expensive or ultra inexpensive stethoscope is not recommended. The *3M Littmann Lightweight II S.E.* is an entry-level instrument and is available in the college bookstore. If you wish to upgrade and invest slightly more, the *3M Littmann Classic III Monitoring Stethoscope* is a good option.

Additionally, students must have a smartphone or handheld touchscreen device with Wi-Fi connectivity and system requirements capable of supporting the required software. This device must be small enough to fit in the scrub pocket.

TECHNOLOGY-ENHANCED LEARNING

Nursing students are frequently required to search information electronically. To be successful, students accepted to the program must be computer literate and have high-speed internet access. The college uses the Canvas Learning Management System to deliver hybrid and online course content. Students are expected to routinely check the MyClasses link for announcements, topic outlines, course updates, and other communication from the faculty.

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

- E-textbooks
- Mobile apps
- Electronic health records
- Interface with the online classroom
- Group work in Google Drive
- High fidelity simulation
- Virtual reality scenarios
- Automated exam proctoring services

CLASSROOM AND LABORATORY SPACES

CLASSROOM

Nursing courses are delivered via an interactive classroom network video conferencing system. Live broadcasts are exchanged between the main campus in Riverton and the outreach site in Jackson, Wyoming. The on-campus nursing classroom is located in the Health and Science Center in Room 206, while the outreach classroom is located at the Center for the Arts in Room 118. These state-of-the-art learning spaces are equipped to maximize student engagement and encourage active learning.

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

SKILLS LAB

Patient care areas are located on the Riverton campus in the Health and Science Center in Room 213A, and in Jackson at the Center for the Arts in Room 101. Equipped with task trainers, full-body manikins, and hospital equipment and supplies, these labs set a realistic stage for practicing clinical skills in a safe, controlled environment. Here you will apply concepts learned in the classroom to hands-on skills practice.

The Riverton campus skills lab is generally open Monday thru Friday from 8 AM until 5 PM. Student workers staff the lab to allow extended evening hours on designated days. Jackson students have access to the skills lab at the Center for the Arts during normal business hours. Students are encouraged to come in and practice skills independently, with classmates, or with the lab assistant.

SIMULATION LAB

High-tech simulation labs are located in Riverton in the Health and Science Center in Room 217, and at the Center for the Arts in Jackson in Room 101. Advanced patient simulators linked to computers in a control room further expand your clinical competencies by providing realistic and challenging scenarios to assist in developing clinical judgment and decision-making skills across the continuum of care. Simulation technology helps to boost confidence and allows an easier transition into the real world.

COMPUTER LAB

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

TEAM-BASED LEARNING IN A CONCEPT-BASED CURRICULUM

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

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

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

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

TBL requires individual preparation. Equally important is meaningful contribution to group learning; therefore, assessment of student learning outcomes achievement is carried out with the principles of TBL in mind.

The activities listed in the table that follows are an important part of assessing student learning and are weighted to make up the theory portion of the overall grade.

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

ASSESSMENT TECHNOLOGIES INSTITUTE®

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

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

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

EXAMINATIONS

The following guidelines detail the policies and procedures governing the administration of examinations. There should be no expectation that the following points will cover every conceivable situation. In certain situations, a secure online test proctoring service may be used. In that event, the student must have access to a computer with microphone capabilities and a webcam for test-taking purposes.

1. Examination items are designed to assess student understanding of concepts introduced in required readings and explored more deeply in the educational setting.
2. Examination dates and times are firm according to the published course calendar.
3. Rescheduling an examination is not allowed except in narrowly defined circumstances, including death of a loved one, hospitalization, or other extreme emergencies that conflict with the testing period. Requests to reschedule an examination based on instances such as employment obligations or travel/vacation plans will usually fail to qualify as exceptional circumstances. In all instances, the student must submit a written request to the course instructor/team leader to reschedule an examination. Rescheduled examinations are at the discretion of the faculty team and nursing program director. In the event of an unforeseen circumstance, the student may be required to provide adequate documentation justifying the absence. Failure to provide timely notification of absence with a reasonable excuse may result in an examination grade of zero.
4. Students are allowed up to 1.2 minutes for each multiple-choice item and 2 minutes per multiple response and/or exhibit item on every unit and final examination throughout the program.
5. Late arrival to an examination without prior written or verbal notification will result in a five-point deduction from the examination score. In that instance, the examination must be completed within the remaining time.
6. Scheduling examinations that conflict with college-sanctioned activities must be coordinated with the faculty team prior to the expected absence.
7. Online review is available immediately upon submitting the completed examination. If additional review time is needed, the student is required to schedule an appointment to review the graded examination in the presence of an instructor. The review must take place within two weeks of the original examination date.
8. Students wishing to dispute the integrity of an examination item must email the faculty team within 48 hours of exam completion and include the item description and reference pages to support their argument.
9. Students taking an exam at the alternate site (Jackson students in Riverton, or vice versa) may do so only with prior approval.

MEDICATION CALCULATION COMPETENCY

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

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

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

GRADING SCALE

A = 92-100%

B = 83-91%

C = 75-82%

D = 66-74%

F = 65% or below

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

1. The student must pass the theory and clinical components in order to progress to the next semester nursing courses.
2. The student must achieve a minimum 75 percent in theory and a minimum 75 percent in clinical.
3. If theory and clinical grades are each 75 percent or higher, the theory grade and clinical grade will be averaged together for the final course grade. If either the theory or clinical grade is below 75 percent, the lowest grade will be recorded as the final course grade.
4. Failure to achieve a minimum of 75 percent in theory and a minimum of 75 percent in clinical constitutes a failure to meet course outcomes and the entire course must be repeated before progression in the program.

ATTENDANCE

CLASSROOM

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

Student absences for college-sanctioned activities will not accrue as unexcused absences. Students will be allowed to make up work before the absence or within one week after returning to class. Students must check with each of their instructors prior to the expected absence to arrange for makeup times. Activity sponsors will publish a timely list of students who will be absent because of an approved college activity.

CLINICAL

Clinical dates and times are firm according to the published clinical schedule. Clinical absence results in a deduction of **three** points per missed day. Absences must be reported to the clinical instructor prior to the clinical start time. The student may be required to provide adequate documentation justifying the absence.

Attendance at clinical is essential to meeting course and program outcomes. Nursing faculty understand that illness and family emergencies do occur. One optional make-up day is built into the clinical schedule each semester. Clinical points are deducted at the time of the absence and may be returned when the optional clinical day is completed. Clinical make-up is possible for one clinical absence and is available on the designated date and time published on the clinical schedule. Associated written assignments must be completed for make-up points to be considered.

Students in the preceptor program in the fourth semester are subject to additional attendance requirements, which are described in the preceptor handbook.

The student must report on time at the location listed on the clinical schedule. Tardiness will be reflected in the clinical performance grade at the discretion of the instructor.

Nursing faculty reserve the right to dismiss a student from clinical in the event the student performs unsafe nursing care or fails to comply with the essential standards of professional nursing practice.

HEALTH AND SAFETY

The student is responsible for advising faculty of any acute or chronic health conditions or infectious diseases that may interfere with academic or clinical progress. Faculty reserves the right to restrict a student's clinical practice when a health-related problem or potential problem exists. Students must adhere to the health and safety rules and regulations of the college and assigned clinical agency.

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

CLINICAL NURSING COURSE METHODOLOGY

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

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

1. **Concept-based experiences** are designed to support student learning of pattern recognition. Through multiple encounters with patients experiencing the same problem, students learn pattern recognition associated with a specific concept, illness, disease, or health problem.
2. **Case-based experiences** present students with authentic clinical problems they will likely encounter in practice and provides opportunities for students to learn to think like a nurse through patient case exemplars. It encompasses the exploration of faculty-designed or virtual cases, as well as a variety of simulations including use of high, mid, and low fidelity environments using human patient simulators, standardized patients, and role-playing.

3. **Skill-based experiences** build proficiency in the “know how” and “know why” of nursing practice. These experiences include psychomotor skills, as well as communication, teaching, advocacy, and interpersonal skills.
4. **Direct care experiences** enable students to gain progressive experience in the actual delivery of nursing care and to build and understand the role of developing relationships with patients. The assigned focus for a care experience allows students to apply a growing knowledge and skill base to patient care. Students learn to establish and nurture the nurse/patient relationship and to integrate the ethics of caring for individuals.
5. **Preceptor-guided experiences** provide students an opportunity to apply all the elements of prior learning into an authentic clinical situation, and facilitate transition into practice. Students will provide direct patient care under the supervision of a registered nurse. Students practice integration of knowledge, clinical judgment, and competencies; and study the role of the registered nurse in a particular organizational environment. The preceptor collaborates with the college instructor to ensure that student learning outcomes are met.

CLINICAL SITE ASSIGNMENTS

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

Participatory Clinical

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

Observational Clinical

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

Preceptor-Guided Clinical

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

Clinical rotations begin in the first semester of the program and are planned to provide increasingly complex clinical experiences in real-world healthcare environments. Our main objective is to provide well-rounded educational experiences in a variety of community settings to help students apply what they have learned in the classroom into practice. To ensure maximal learning experiences, clinical assignments vary each semester.

Clinical placement is determined by nursing faculty teams and is based on available resources. In general, students do not have the option to select a particular clinical site. We are unable to take into consideration extracurricular courses, work schedules, or other personal commitments when making clinical assignments. It may be necessary to adjust your work schedule and outside commitments in order to make time for the required educational activities.

Students are expected to be available for clinical assignments Monday through Thursday between the hours of 5:30 AM and midnight throughout the semester. Alternative clinical assignments such as a weekend rotation or night shift may be necessary.

In the fourth semester of the program a merit-based, preceptor-guided clinical experience may be available. Students must be passing NURS 2410, and the theory and clinical components of NURS 2400

at the time of placement. Subsequent unsatisfactory theory or clinical performance may result in removal from the preceptorship. In situations where the number of preceptors is limited, students are selected based on nursing cumulative GPA and clinical grades with feedback from clinical faculty.

Students must provide their own transportation to and from clinical sites and are responsible to make lodging arrangements, if necessary. The college does not assume responsibility for incidents or accidents related to clinical travel.

SIMULATION EXPERIENCES

Simulated clinical experiences in the campus labs are comprised of low, mid, and high-fidelity environments occurring on designated days on the clinical schedule. These experiences are as valuable to student learning as the days spent in settings where students provide direct patient care. Preparation for simulation through reading, skills practice, or other assigned activities is the responsibility of the student.

Simulation debriefing is critical to the learning process and it begins with a one-on-one discussion immediately following the simulation when the student/team is provided performance feedback. Once all students have completed the simulation activity, the team will participate in a collaborative reflection. This guided reflection is the final step in the debriefing process during which the student/team reflects on, reviews, and discusses the activity with the goal of improving individual and team clinical skills and judgment. Nursing faculty will lead the discussion to ensure application of concepts within the context of the experience. Reflection questions are derived from student learning outcomes to encourage deeper thinking and for assessment purposes.

Simulation activities are recorded and reviewed by each student so that they can evaluate their performance and reflect on the experience.

Online clinical experiences may be used to enhance onsite instruction in situations where practical learning opportunities in the community are limited. Online clinical is valuable for assisting students in developing experiential learning and sequential thinking skills, and to explore the concepts of prioritization and delegation. Student performance in online clinical is evaluated using the clinical grading tool and rubric.

CLINICAL COMPETENCIES

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

COMPETENCY ASSESSMENT

Student performance is reflective of knowledge level, skill mastery, and appropriate attitudes within the parameters of the learning outcomes, and is evaluated using the clinical grading tool. Inadequate preparation may result in dismissal from a clinical session, which constitutes an absence and has a negative impact on the clinical performance grade.

1. Competency performance is carried out on designated days on the clinical calendar. Competency demonstrations are not considered a time for practice, nor will procedural questions be answered.
2. Competency demonstrations are timed. After the allotted time, the session will be stopped and the student will receive the grade earned up to that point.

3. Unless otherwise instructed, students are not allowed to use worksheets during competency demonstrations, nor are peer cues or directives permitted. Referring to worksheets or receiving cues from peers will result in failure of the skill.
4. A grade of 75 percent or higher is required to pass each competency. Students who fail to demonstrate competency at the required level on the first attempt will receive an initial grade of 66 percent. One repeat demonstration is allowed and must be performed in the presence of the designated faculty. The student must schedule the repeat demonstration at least one week following the failed demonstration. The initial grade of 66 percent and the repeat grade are averaged together for the final competency grade. If the student fails to demonstrate competency on the repeated attempt, a meeting must be scheduled with the nursing program director and appointed faculty. The student will present a remediation plan and the faculty team will determine if the student will be allowed to remain in the course.
5. Opportunities to perform skills in the clinical setting are limited; therefore, the student must successfully complete the graded demonstrations in a timely manner. Failure to properly demonstrate competency on the first attempt will result in a three-point deduction on the clinical grading tool per failed attempt.

CONDUCT IN THE SIMULATION AND SKILLS LABS

Strict adherence to the on-campus simulation and skills lab rules is enforced. Students who are noncompliant will be asked to leave the learning environment.

1. The clinical uniform code and behavior standards required for direct care clinical settings must be adhered to in the campus simulation and skills labs.
2. No food or open container beverages are allowed near the computer workstations or lab equipment.
3. No ink pens or felt-tip markers are allowed near the manikins due to permanent staining.
4. Tape, glue residue, and topical medications must be removed from the manikin(s) with approved cleaning products at the end of each simulation session.
5. Items that can be reused must be returned to the proper storage area. No equipment or supplies may be removed from the lab.
6. All contacted surfaces and equipment must be properly disinfected between each student session and at the completion of each clinical day.
7. All learning spaces must be left in a neat and orderly condition. Beds must be in the low and locked position with straightened linens after use. Rails must be raised if a manikin occupies the bed.
8. Use of the simulators is prohibited in the absence of an instructor to ensure safety and correct use of equipment.
9. Equipment damage or malfunction should be immediately reported to the instructor.
10. The student is expected to
 - a. arrive ahead of time on the days and hours that are prearranged with the assigned work completed before the start of instruction
 - b. be willing to participate in the learning experience and make corrections when given
 - c. behave in a professional manner and show respect for instructors and classmates

CLINICAL GRADING

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

Clinical Component	NURS 1100	NURS 1200	NURS 2300	NURS 2400
Performance: 75 Pts Documentation: 25 Pts	Weight = 70% of clinical grade	Weight = 75% of clinical grade	Weight = 80% of clinical grade	Weight = 85% of clinical grade
Simulation Competencies Capstone/Portfolio	30%	25%	20%	15%
Clinical Total	100%	100%	100%	100%

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

A point system is used to evaluate clinical performance. The student begins each clinical rotation with a 100-point allotment: 75 points are allocated for clinical performance, while up to 25 points may be earned for written work.

Accurate and thorough documentation of patient care is an essential part of nursing practice, while incomplete documentation is considered evidence of inadequate care. A direct patient care documentation grade below 75 points results in clinical performance points deducted on the clinical grading tool. This includes CNPEs, patient care summaries, and other clinical assignments.

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

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

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

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

The student functions safely, but requires some supportive cues beyond the expected developmental level. The student usually makes expected observations and provides basic care required to keep the patient safe, but may miss important procedural steps when not provided with a directive cue. Repeated behaviors after supportive cues are subject to MM or U ratings with corresponding point infractions.

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

The student functions at a marginally safe level and directive cues are frequently required to maintain standards of care or when performing a procedure. Without guidance, the student does not make obvious observations related to patient care; or the student is hesitant about accepting responsibility or is timid about accepting additional learning experiences; or the student demonstrates minimally acceptable professional clinical conduct. Depending on the situation, an MM rating is possible when staff, patient, and/or family express dissatisfaction with the care provided or not provided; or the student has been warned once in the past without a change in behavior. The student is barely meeting expectations for developmental level.

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

The student is unsafe or functions at a level where directive cues may or may not alter the behavior; or the student does not accept responsibility (blames others, is dishonest); or the student is hesitant or declines to accept additional learning experiences; or the student demonstrates unprofessional clinical conduct and the staff, patient, and/or family is dissatisfied with the care provided or not provided. Student performance is unreliable, indifferent, and incomplete. A U rating is warranted when the student is not performing as expected for the developmental level; or is unable to perform previously learned skills in a consistently safe manner without significant directive cues. Learning outcomes are considered unmet when the student has been warned twice or more in the past without significant improvement in behavior.

Cues

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

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

Directive Cues are verbal and/or physical corrections that indicate what to do or say next during an ongoing activity.

STUDENT DEVELOPMENTAL LEVELS

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

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

WRITTEN ASSIGNMENTS DUE DATES

1. All assigned papers must be submitted in order to progress to next-semester nursing courses. Late formal papers are subject to a **10 percent deduction** for each day late up to a maximum of three days. After three days, a grade of zero is recorded. Examples of formal papers subject to this policy include but are not limited to capstone projects, teaching plans, and papers requiring APA formatting.
2. The respective clinical instructor determines nursing documentation due dates and times. Late submission results in a **daily point deduction from the clinical performance grade** for up to three days per late assignment. After three days, a grade of zero is recorded for the assignment. Examples of clinical assignments subject to this policy include but are not limited to clinical nursing documentation, competency worksheets, concept exploration assignments, and simulation reflection.

POST CLINICAL CONFERENCE

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

PROGRESS REPORTS

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

CONFIDENTIALITY

Patient confidentiality is protected under federal law, particularly the Health Insurance Portability and Accountability Act (HIPAA). Federal regulations prohibit the disclosure of individually identifiable health information without the specific written consent of the person to whom it pertains. Personal and medical information may only be disclosed with the patient's informed consent, when legally required, or where failure to disclose the information could result in significant harm.

Nursing students have a legal and ethical obligation to maintain patient privacy and confidentiality. Any patient information learned by the student during the clinical rotation must be safeguarded and may only be shared with the clinical instructor and members of the healthcare team for the purpose of providing care for the patient.

Outside the educational setting, students may not divulge personal or medical information concerning any patient. Furthermore, students may not copy or have in their possession any portion of the patient's medical record containing identifying information. Failure to maintain patient confidentiality will result in immediate dismissal from the program.

PROFESSIONAL BEHAVIOR

The student is responsible for clarifying and adhering to the professional code of conduct and/or departmental policies and procedures of the assigned clinical agency. Violations of professional conduct will not be tolerated. The agency may request the college to withdraw a student from the clinical area

when the student's clinical performance is unsatisfactory or the student's behavior is disruptive or detrimental to the quality of patient care or the efficient operation of the agency.

Nursing student patterns of professional behavior:

- Carry out nursing responsibilities in accordance with the Code of Ethics for Nurses.
- Demonstrate compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.
- Adhere to the channels of communication and authority.
- Show respect for, and be mutually supportive of classmates, faculty, and staff.
- Accept responsibility for reporting to the proper person all incidents of error, omission, and misconduct.
- Regard all information concerning each patient as strictly confidential and withhold from discussing this information with unauthorized individuals.
- Perform the duties and functions appropriate to the level of educational preparation, and within the legal, ethical, and regulatory frameworks of the profession.
- Demonstrate accountability in the delivery of care.
- Show respect for the human rights of individuals regardless of race, color, national origin, ancestry, sex, age, religion, disability, or economic status.

PHONES AND MOBILE DEVICES

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

SOCIAL MEDIA

Social networks and the internet allow opportunities for the rapid exchange and dissemination of information among many people. This exchange does not come without risk. The moment something is posted online, it lives on a server that can be discoverable in a court of law even when it is long-deleted. Improper use of social media by nursing students that includes any identifiable patient information may violate state and federal laws established to protect patient privacy and confidentiality.

The nature of social networks blurs the boundary between personal and professional relationships. Be aware of your association with CWC in online social networks. As a student, you want to represent the nursing program in a fair and accurate manner while protecting the reputation of the college. You must ensure the related content is consistent with how you wish to present yourself to your classmates, instructors, and potential employers. You are preparing for a profession that expects high standards of behavior and your online social interactions have a potential impact on your future career. Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

While it is not the policy of CWC nursing faculty to monitor students' online activities, if a report of inappropriate postings is brought to the department's attention, the incident will be investigated. Inappropriate use of social media will result in disciplinary action up to and including dismissal from the program.

EXPOSURE TO BLOOD AND BODY FLUIDS

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

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

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

SMOKING AND TOBACCO USE

The nursing program promotes the health and well-being of all individuals. In the interest of reducing harm from tobacco use and second-hand smoke, and to promote a culture of wellness, the program strictly prohibits the use of all tobacco products and smoking instruments in the educational setting.

PROFESSIONAL LIABILITY INSURANCE

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

HEALTH INSURANCE

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

CANCELLATION OF CLASSES

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

TEXTBOOKS, MOBILE APPS, AND INTERACTIVE TEACHING TOOLS

Students must have the required resources with them during all classroom and clinical sessions. Upon entering the program, students are provided a comprehensive list of requirements. CWC negotiates a custom bundle price with the publisher that is less expensive than the cost of purchasing the products individually. The initial purchase in the first semester is costly; however, these resources are used throughout the two-year program and no further investment is required.

The college bookstore is located on campus in the Student Center. For bookstore assistance, call 307-855-2201, or visit <https://cwc.textbookbrokers.com/> for online ordering.

FACULTY MENTOR ADVISING

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

ACADEMIC ADVISING

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

STUDENT CONCERNS

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

FORMAL COMPLAINTS

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

COST OF ATTENDANCE

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

Additional expenses in the final semester of the program include the NCLEX-RN test fee and the board of nursing application processing fee.

NURSING SCHOLARSHIPS

Students should refer to the college website for a listing of general and program-specific scholarships. Information is also available in the college financial aid office. Eligibility requirements vary from scholarship to scholarship and are based on criteria set forth by the donors.

The nursing scholarship committee determines program-specific scholarship awards. Recipients are notified via their student email account in June. All nursing students must annually complete the Free Application for Federal Student Aid (FAFSA) and the online CWC scholarship application form in order to

be considered for scholarship awards and/or financial assistance. This holds true for annual scholarship re-awards.

RECORDS RETENTION

INSTITUTIONAL RECORDS

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

NURSING ACADEMIC RECORDS

Electronic copies of examinations and written assignments are kept on file in the nursing office for one year after the student exits the program. Some records may be kept as examples for future reference.

IMMUNIZATION RECORDS

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

PROFESSIONAL LICENSURE REGULATIONS

Only graduates of state board approved nursing programs are eligible to take the National Council Licensure Examination (NCLEX) that measures competencies needed to perform safely and effectively as a newly licensed, entry-level nurse. A passing score must be achieved to earn the legal title of *Registered Nurse*. Admission to or completion of the nursing program is not a guarantee of licensure.

In Wyoming, the Board of Nursing protects the public by screening candidates for licensure. The law provides for denial of licensure for acts that are substantially related to nursing qualifications, duties, or abilities. Applicants for licensure must fully disclose all criminal convictions to the Board.

TRANSCRIPT REQUEST FOR NCLEX-RN APPLICATION

An official college transcript must be sent directly to the Board of Nursing upon program completion. This process is reviewed with licensure candidates in the final semester of the program. The student is responsible for ordering transcripts online at www.cwc.edu/transcripts/. A transcript fee will be charged.

LETTER OF RECOMMENDATION AUTHORIZATION

To maintain compliance with the *Federal Family Educational Rights and Privacy Act*, any faculty or staff member who writes a letter of recommendation in print copy or electronic format, or provides a verbal assessment of a student's academic performance to a third party must obtain a signed authorization.

Current and former students may request a letter of recommendation or verbal reference from faculty for the purposes of employment, scholarship, admission to educational institutions, or other reasons. A recommendation authorization form is available in the nursing office that authorizes faculty to consult the student's education records and share information with outside parties. The completed form will remain on file in the nursing office for one year following the student's last enrollment in the nursing program.

PINNING CEREMONY

A pinning ceremony is held annually in the spring to honor students who successfully completed the program. Only nursing program graduates are entitled to purchase the distinctive school pin.

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

Academic Excellence in Nursing

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

Clinical Excellence in Nursing

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

Nursing Excellence

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

Heather Paul Nursing Excellence

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

STUDENT NURSES' ASSOCIATION

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

Incoming nursing students are oriented to the Association at the beginning of the academic year. Members have the opportunity to hold office and act as a liaison to fellow students and faculty members. Officers are elected in the spring semester from the first-year nursing student cohort.

STUDENT REPRESENTATION AT NURSING FACULTY MEETINGS

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

EMPLOYMENT DURING ENROLLMENT IN NURSING SCHOOL

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

To succeed in nursing school requires a great deal of time and energy. Between attending classes, completing clinicals, and studying for exams, a full-time work schedule may not be feasible for many nursing students. Although it may be necessary to be employed while in school, the faculty recommends only part-time employment.

CHILDREN AND MINORS ON CAMPUS

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

COMPUTER ACCOUNTS

The college has no obligation to ensure computer access. Computers are available in designated campus labs and at the college outreach centers during specified hours.

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

COURSE DESCRIPTIONS

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

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

NURS 1110 – Pharmacology in Health Promotion. 1 credit

This course guides the learner in applying the concepts of health promotion, safety, clinical judgment, leadership, patient centeredness, and professionalism in the exploration of basic pharmacological principles that include the mechanism of action, therapeutic responses, adverse effects, and potential interactions of selected classes of drugs. The nursing process provides the framework for the study of therapeutic administration of common health-promoting and preventative medications, with emphasis on healthcare provider responsibilities, interprofessional teamwork, development of safe medication

administration practices, and patient education for promotion of self-care. Prerequisites: Acceptance into the nursing program; completion of, or concurrent enrollment in ZOO 2025 and NURS 1100. (1 lect.)

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

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

NURS 1210 – Pharmacology in Chronic Illness. 1 credit

This course guides the learner in applying the concepts of safety, clinical judgment, leadership, patient centeredness, and professionalism in the exploration of pharmacological principles that include the mechanism of action, therapeutic responses, adverse effects, and potential interactions of the selected classes of medications. The nursing process provides the framework for the study of therapeutic administration of medications commonly used to treat various chronic health conditions. Healthcare provider responsibilities, interprofessional teamwork, safe medication administration practices, and patient education are emphasized for overall health maintenance. Prerequisites: Completion of NURS 1100 and NURS 1110; completion of, or concurrent enrollment in PSYC 1000. (1 lect.)

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

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

NURS 2310 – Pharmacology in Acute Illness. 1 credit

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

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

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

NURS 2410 – Pharmacology in Complex Illness. 1 credit

This course guides the learner in applying the concepts of safety, clinical judgment, leadership, patient centeredness, and professionalism in the exploration of pharmacological principles that include the mechanism of action, therapeutic responses, adverse effects, and potential interactions of the selected classes of drugs commonly prescribed for patients with complex illnesses. The nursing process provides the framework for the study of therapeutic administration of medications commonly used to treat various acute conditions. Healthcare provider responsibilities, interprofessional teamwork, safe medication

administration practices, and patient education are emphasized for overall health stabilization and improvement. Prerequisites: Completion of NURS 2300 and NURS 2310. (1 lect.)

NURSING PROGRAM EVALUATION

Assessment occurs throughout the program and upon program completion. Student participation is expected. Individual responses remain anonymous upon submission and only aggregated data is provided to the respective faculty and the nursing program director for review after final course grades are submitted. Data assists in providing quality course design and instruction, and facilitates professional growth and development in faculty.

Evaluation of Course, Instructor, and Clinical Agency by Student

Nursing course components are evaluated at the completion of the course.

Form: Course, Instructor, and Clinical Evaluation (Online)

Evaluation of Clinical Simulation by Student

Clinical simulation is evaluated at the completion of the course.

Form: Simulation Experience Evaluation (Online)

Evaluation of Preceptor Program by Student

Evaluation of the preceptor program is completed near the end of the fourth semester.

Form: Preceptor Program Evaluation (Online)

Evaluation of Nursing Program by Student

Nursing graduate candidates evaluate the total nursing program near the end of the fourth semester.

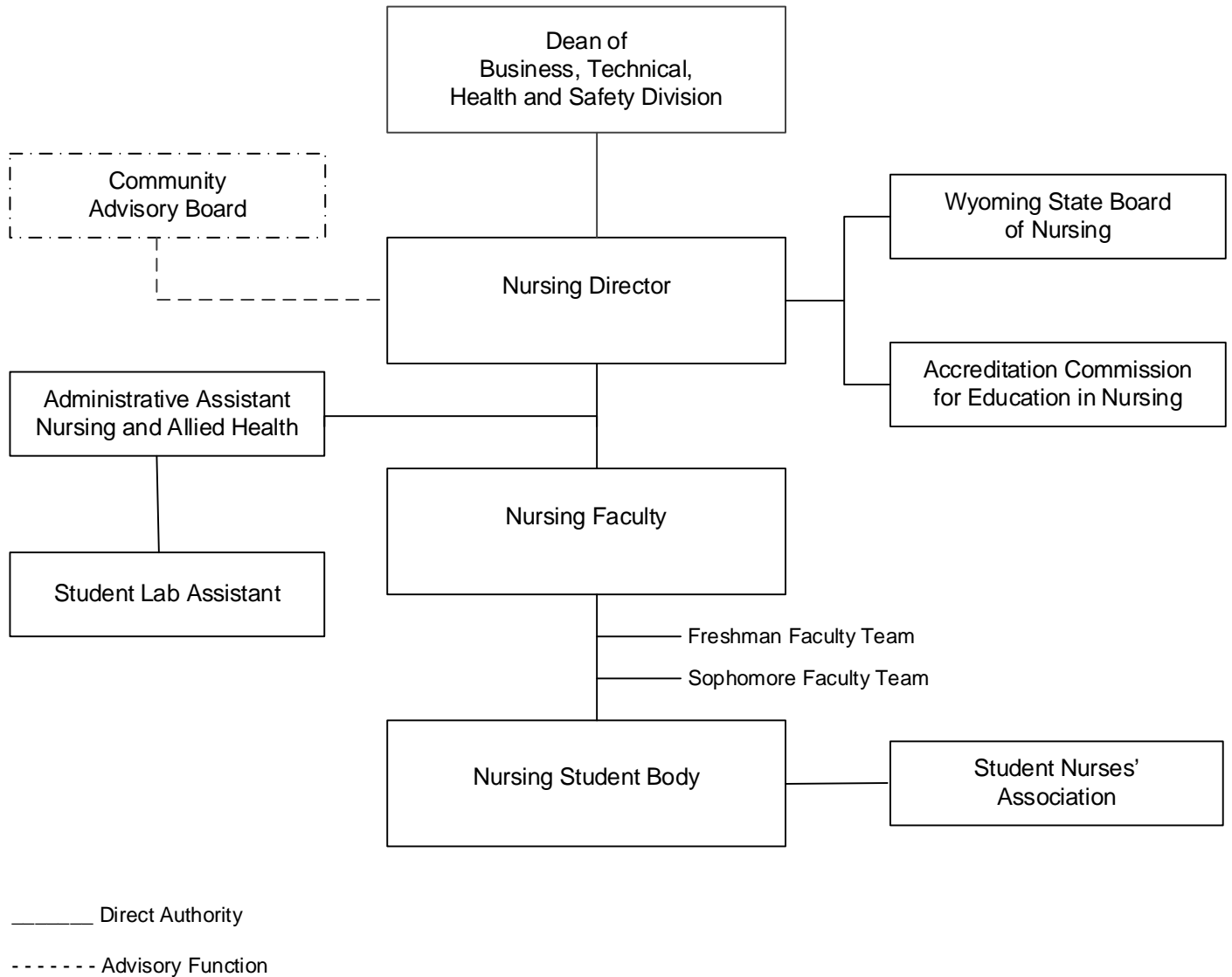
Form: Nursing Program Evaluation (Online)

Evaluation of Course by Instructor

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

Form: Course Evaluation Table (Nursing form)

NURSING PROGRAM ORGANIZATIONAL CHART



NURSING PROGRAM ACCREDITATION

The Associate Degree Nursing Program at Central Wyoming College located in Riverton, Wyoming, is accredited by the

Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326. (404) 975-5000.

View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>.

The most recent decision made by the ACEN Board of Commissioners for the Associate Degree Nursing Program is Continuing Accreditation.

Additionally, the Associate Degree Nursing Program at Central Wyoming College is approved by the

Wyoming State Board of Nursing, 130 Hobbs Avenue, Cheyenne, WY 82002. (307) 777-7601. Further information regarding Wyoming nursing education may be found at <https://wsbn.wyo.gov/education>.

FACULTY AND STAFF CONTACT INFORMATION

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