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Purpose of Student Handbook

The purpose of the Student Handbook is to communicate important information and promote effective operation of the RN-to-BSN Program. University policies, RN-to-BSN Program policies and procedures, as well as information about advising, resources and operations are provided for easy reference.

Students are responsible for being familiar with information contained in this handbook and the University Catalog. Failure to read these sources will not excuse students from abiding by policies and procedures described in them.

The RN-to-BSN Program reserves the right to make changes in its policies and procedures, and other information in the handbook as deemed appropriate and necessary. All changes will be communicated promptly to students, faculty and staff.

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Welcome to the Western Washington University RN-to-BSN Program. I am thrilled to serve as the founding Academic Program Director and look forward to our collective journey together as we advance the nursing profession both in our community and throughout the state.

This handbook will serve to guide students in all aspects of university and program operations. As you encounter questions, this handbook will be a resource to guide and direct you as you learn to navigate the Western Washington University system.

We are so excited that you are joining our class as we launch this innovative program to improve the health of the community and advance the profession of nursing.

Casey R. Shillam, PhD, RN-BC
Nursing Academic Program Director & Associate Professor
¡Bienvenido! We are glad that you have chosen the Woodring College of Education as the place for you to extend your preparation toward becoming a bachelors’ degree prepared nurse.

Our College is guided by our vision to foster community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice. We invite you to embrace that vision and make a difference in the lives of people who seek your help.

The Woodring College of Education has a long and proud history in the preparation of outstanding teachers, education administration leaders, human services professionals, adult educators, and rehabilitation counselors. In 2013, we opened the doors to our newest program: The RN-to-BSN degree. It is a program that has been developed to respond to the broadest needs of the profession: the need for higher quality care that comes from nurses who have earned their bachelors’ degree. But it also was developed in such a way as to create mutually satisfying partnerships between the RN-to-BSN degree program and local community health agencies. Our work must move into our local community and beyond if we are to advance the overall health of children, families, and communities.

As we look to a future in which we have a more diverse, more technologically-advanced, and older populace, we continually seek ways to prepare all of our students to be highly-qualified participants and leaders in their chosen fields.

And, now, we welcome you in to the Woodring community and look forward to the ways we will light up the world...together. ¡Adelante!

Dr. Francisco Rios, Dean of Woodring College of Education
President’s Welcome:

Welcome to Western Washington University. I invite you to visit us any time—in person, or through this website—and explore the life of our campus.

I chose to come to Western because it is clearly a very special place. Our outstanding faculty are not only excellent teachers and scholars, they are dedicated to providing a uniquely engaging, collaborative, hands-on learning experience. In many ways, the “Western Experience” combines the best of a large research institution with an intimate liberal arts college education: research and learning opportunities with highly accomplished faculty, on an interactive scale that inspires students to achieve their individual potential. And, across the campus, there is an uncommonly powerful commitment to living a purposed life. Students choose Western because they want to put their higher education to higher purposes—active minds changing lives—and everyone at Western is eager to help them learn and live well.

Of course, the best way to experience Western’s vibrant learning environment is to visit our state-of-the-art facilities in the foothills of the Cascade Mountains on the Puget Sound, between Seattle and Vancouver, Canada. After you’ve taken in our beautiful setting and activities—it’s possible to play in the mountains in the morning and the ocean in the afternoon—I encourage you to visit a classroom or research laboratory. Attend a lecture or a performance. Cheer on Viking athletes at a sporting event. Tour our nationally-recognized Outdoor Sculpture Collection. Take a hike in the Arboretum. And, above all, talk with the many talented people, both in and outside the classrooms, who make this such an exceptional institution. Then, compare Western to other universities in the nation through a new system of accountability for higher education, CollegePortraits.org. You’ll find that we measure up to and perhaps even surpass your expectations!

Again, welcome to Western! When you see me on campus, please don’t hesitate to introduce yourself. My friends call me Bruce, and I look forward to counting you among them here at Western.

Bruce
Mission & Vision Statements

WWU Nursing Mission Statement:
Western Washington University’s nursing program advances excellence in nursing practice by inspiring nurses to develop their full potential through lifelong learning. Faculty, staff and students honor diversity, uphold social justice and advance system changes that promote healthy communities resulting in safe, high-quality health care for all.

WWU Nursing Vision:
Western Washington University’s nursing program cultivates excellence in nursing leadership. By ensuring that all nurses have access to a continuum of nursing education, Western prepares nurse leaders to transform the future of healthcare through collaborative partnerships to promote healthy communities.

Woodring College of Education Mission:
Woodring College of Education facilitates lifelong learning through exemplary teaching to prepare quality education, health, and human services professionals for democratic citizenship and meaningful careers. As a College that serves the state, nation, and world, we
  • Construct, transform, and convey knowledge by integrating research, theory, and practice;
  • Cultivate student growth through extensive community and school engagement in collaboration with exemplary practicing professionals;
  • Act with respect for individual differences, including taking a strengths-based view;
  • Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and
  • Evaluate processes and outcomes to ensure continual program improvements.

Woodring College of Education Vision:
Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice.

WWU’s Mission:
Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.

WWU’s Vision:
Western will build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving.

Woodring College of Education Organizational Chart
Accreditation

Western Washington University's RN-to-BSN Program is pursuing accreditation by the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing. Between October 29 and October 31, 2014, CCNE will review Western's RN-to-BSN Program for consideration of accreditation. The Washington State Nursing Care Quality Assurance Commission (NCQAC) will also be on campus for their onsite visit and review of the program.

Western has been accredited continuously by the Northwest Commission on Colleges and Universities (NWCCU) since receiving initial accreditation in 1921. NWCCU is recognized as a reliable authority on regional, institutional accreditation by the United States Department of Education. The Commission most recently reaffirmed accreditation of the University at the baccalaureate and master's level in spring, 2014.
General Information

The RN-to-BSN Program offices are located on the fourth floor of Miller Hall. In addition to providing support for the daily operations of the program, the staff serve as a resource of information for students, faculty, other WWU offices and members of the greater community. Phone: (360) 650-6700  email: bsn.info@wwu.edu

Students are welcome to make appointments with the Program Director, Program Coordinator or faculty as appropriate. Faculty will post quarterly office hours for students to drop in or appointments can be made as well.

As nursing professionals, students are expected to keep scheduled appointments, or in the event of an emergency, to notify the Program Coordinator or faculty member in advance if scheduled appointments must be cancelled.

Communication

All students receive a Universal Account which is used to access MyWestern (Student Web Portal-Web4U, student email account, Canvas, file storage & web hosting), Computer Labs and the Wireless Network.

Students are expected to activate and become familiar with Web4U which allows students to register for classes, make changes to their personal information, access financial aid information, and complete online degree evaluations.

Students are required to check their MyWestern email accounts regularly because all official university correspondence is delivered to this account only.

Students are responsible for notifying both the RN-to-BSN Program and Web4U with any changes to their personal information (address, phone numbers, and emergency contacts).

Attendance Policy

Classroom participation is an essential component of the RN-to-BSN program curriculum. Course assignments are built around the synthesis of information during small-group and in-class discussions in which students apply the knowledge and skills developed through the online components of the courses. Successful attendance and classroom participation are mandatory requirements of the program. Missing more than 20% of face-to-face classroom, off-campus learning experiences, and/or clinical coursework may result in failure of the course. Absences are closely monitored by faculty and should occur only in rare circumstances (extreme emergency or illness). Faculty reserve the right to impose penalties for missed time, including but not limited to: individual make-up assignments, course and/or clinical warning, or course failure.

Professional Classroom Behaviors

It is expected that students will model behaviors indicative of a professional. Such behaviors include, but are not limited to: courtesy, respect for diverse opinions, punctuality, maintenance of confidentiality, ethical conduct, honesty, personal accountability, preparedness for assignments and course activities, and an eagerness for active engagement in scholarship.
Students should arrive to class with professional attire (i.e. do not wear sweats, slippers, tank tops, etc.). Students will complete all readings and assignments prior to participation in class activities.

All classes are dependent upon the student’s ability to synthesize information obtained from readings and assignments through seminars and discussions. Behaviors indicative of unprofessional conduct will be subject to academic discipline.

**Professional Online Behaviors and Use of Technology**
Although laptops are permitted and will be used in classroom learning, the use of laptops or cell phones for surfing and/or texting will not be permitted in class. In case of an emergency situation requiring cell phone or text availability, faculty must be informed of the situation prior to the start of class. Violation of these guidelines may result in dismissal from the classroom, course warnings, or academic discipline.

Online discussions and coursework are required components of this program. Students are required to read and follow the Guiding Principles of Online Learning and the Core Rules of Netiquette. Students in violation of any principle outlined in these two documents are subject to course warnings or academic discipline

**Student Code of Conduct**
[The Student Rights and Responsibilities Code](#)

**Academic Honesty**
The [Academic Honesty policy](#) is available online through the Registrar’s Office.

**Academic Grievances**
Students have protection through an orderly process for Academic Grievances.
[Academic Grievance and Appeal Policy and Procedures](#)

**Academic Regulations**
All faculty and students are responsible for following [Western Washington University Academic Regulations](#).

**Room Reservations**
Students who wish to reserve rooms for group meetings or special functions should contact the RN-to-BSN Program Coordinator.

**Student Email**
The WWU email systems are not to be used for any personal solicitation activities or fund-raising activities other than those that are directly related or sponsored by the RN-to-BSN Program and approved in writing in advance by the Academic Program Director for the RN-to-BSN Program.
Admissions

Admission Policies and Procedures

Western’s RN-to-BSN program values the strength and skills of all nurses: both new graduate nurses and expert clinicians with extensive nursing practice. Using a cohort model of education, this program builds on the range of academic and clinical experience each student brings to that collective group transitioning through the program of study. Additionally, this model supports mentorship and shared learning by all, regardless of age or years of nursing experience. We encourage all nurses interested in pursuing a bachelor’s degree in nursing to apply. The Admissions Committee reviews each application carefully, with equal consideration of academic records, essays, and letters of recommendation in making final decisions for acceptance into the program.

Students must apply to both the RN-to-BSN Program and Western Washington University. Applications can be submitted simultaneously; there is no need to wait for acceptance into Western before applying to the RN-to-BSN Program.

Applicants will receive an email confirmation of the receipt of their program application within a few business days of submission. All applicants will receive periodic emails regarding the status of their application.

Re-enrollment

Any applicant who either is not accepted to the program or who is unable to begin the program after being offered acceptance, must complete the application process and pay the application fee for future consideration.

Admission Notification

Successful applicants will be offered acceptance into the program via email generally within 60 days of the application deadline. Upon being offered acceptance, applicants must declare their intent to accept within seven days.

Admission Types

Full Admission

Applicants have met admissions standards and are admitted without conditions.

Conditional Admission

Applicants who do not meet the admission requirement of a cumulative 2.75 GPA. This condition stipulates that the student must maintain a 2.75 GPA the first two quarters of the program. Failure to attain this GPA will require that the student to leave the full-time program of study and enter into the part-time program of study. Students already in the part-time program of study unable to maintain a 2.75 GPA will be dismissed from the program.
Provisional Admission

Applicants who have not completed the NCLEX-RN examination. This provision stipulates that the student successfully pass the NCLEX-RN and attain licensure before the end of the Winter quarter of the year of admission. Failure to pass the NCLEX-RN will result in dismissal from the program.

Program-Specific Required Application Materials

All applicants are required to submit the following materials:

- Goal statement essay
- Current resume
- Three professional recommendations
- Official transcripts from all institutions attended where any college level coursework was completed.
- Applicants must hold or be eligible for an unencumbered Washington state RN license.

Applicants must be able to pass a background check, drug screen and complete health certification requirements prior to enrollment.

Compliance with the Health and Certification Requirements

All students are required to provide documentation regarding the completion of their immunization and compliance records per the RN-to-BSN Program requirements and the WWU Student Health Services pre-entry guidelines. Documentation of compliance with these requirements will be made available upon request to the requesting practice partner clinical agencies. Students are required for keeping their immunizations current during their academic program and may be required to comply with additional requirements throughout the program.

Failure to comply with these requirements will result in a registration hold and will restrict student’s progression and may be grounds for dismissal. Students who fail submit required updated documentation by established deadlines will have a registration hold put on their account that will block future registration until materials are up to date.

Required items may expire and/or need to be renewed on an annual basis. It is the student’s responsibility to insure that the Program Coordinator has the updated documentation. Changes in affiliate agencies health requirements will necessitate the program to make immediate changes to the Health & Certification requirements. Students enrolled in or about to start the program will be notified immediately regarding the change and will be required to comply with and provide additional documents by the deadline stipulated by the program.
Below are the Compliance and Health and Certification Requirements:

- Registered Nurse Licensure or eligibility to take NCLEX-RN
- Background Check
- Drug Screening
- Healthcare Provider CPR
- Personal Health Insurance
- Malpractice/Liability Insurance
- Measles, Mumps & Rubella (MMR)
- Hepatitis B
- Tetanus, Diphtheria & Pertussis (Tdap)
- Varicella (Chicken Pox)
- Influenza (Annual)
- Tuberculosis testing (Annual) PPD or IGRA

Status and Enrollment

Any student seeking part-time enrollment in the program, including those who have been full-time program students, must follow these steps:

- Prior to taking action, (withdrawal from or enrollment in courses), discuss issues regarding part-time status with the Program Coordinator.
- Submit in writing, a request for part-time enrollment to the Program Director during the academic year. This written request should be submitted prior to the quarter in which the start of part-time status is desired.
- Upon approval, schedule an appointment with the Program Coordinator to sign a new part-time status academic program contract.

Request to convert to full-time status from part-time must follow the same process. Students should be aware that returning to full-time status following part-time enrollment may not be immediate depending on placement in the plan of study.

Leaves from the RN-to-BSN Program

All students enrolled in the undergraduate RN-to-BSN Program are expected to adhere to the curricular sequence as outlined in the university catalog. Moreover, all nursing students are required to sign an individual academic program contract (APC) within the first month of matriculation to the program. The academic program contract outlines the particular program of study leading to the BSN degree; all nursing majors must follow their signed program contracts. Enrolling in courses deviating from the signed academic program contract may result in delay in progression through the nursing curriculum, and ultimately dismissal from the major or delay in graduation.

The nursing program is a specialized program at WWU. The course sequence is both highly structured and rigorous, requiring commitment and intensive focus from students. The
structure of clinical practice partner placement further differentiates the nursing program from other academic programs.

The nursing program is structured according to a cohort model. Under this model, students move through the course sequence with the same group of peers. To leave a cohort and/or attempt to reenter a different cohort is a complicated process that can delay a student’s progress. Students are expected to make reasonable effort and arrangements to complete the sequence as planned without interruptions. The school believes that any interruption of the program as structured should be on a preplanned, or when necessary, an emergency basis.

**Leave of Absence**

A leave of absence from the RN-to-BSN Program is an interruption in academic progress of one year or less. A written request for a leave of absence, stating the reasons, length of time, and expected date of return, should be addressed to the Academic Program Director. Students may also be required to supply additional supporting documentation. The leave of absence must ultimately be approved by the Academic Program Director.

Students considering a leave of absence should first meet with their advisor to determine if they have sufficient cause to justify a leave and how this leave will impact their academic progress. Those requesting a leave after the add/drop period will further be required to speak with the Office of Financial Aid to determine any fees that will accrue as a result of a withdrawal, and how this will impact their funding.

**Returning to Program Following Medical Withdrawal**

Students who withdraw from the RN-to-BSN Program for medical reasons must submit a verifiable letter from a licensed primary care provider (MD, DO, NP, PA) addressing specific issues related to nursing practice. If there are questions or concerns regarding the student’s physical or mental ability to provide safe patient care in inpatient and community settings, the request for return and the physician’s statement will be reviewed by the Academic Program Director for approval.

**Background Check and Drug Screening**

Once admitted to the RN-to-BSN Program, all students must pass a criminal background check as well as a drug/illegal substance screening. This requirement is based on medical industry standards and Washington State laws protecting vulnerable populations (RCW 43.43.880 and 43.43.842). If a background check shows disclosures, a personal interview with the Program Director may be required.

Drug screens and background checks are required by Clinical Practice Partner Agencies where students complete their practicum experiences. Students should be aware that certain gross misdemeanors and felonies may disqualify them.
Enrollment Procedures

Name Changes

The students’ official name must be used at all time for registration and classes. To change a name, the student needs to complete a Name Change Request Form and attach required documentation and submit it to the Registrar’s Office.

Students may register a Preferred First Name by completing the e-sign form which is processed through the Registrar’s Office.
https://esign.wwu.edu/admcsprocess/forms/Registrar/preferred_first_name.aspx

Registration Holds

A hold will be placed on your registration if the RN-to-BSN Program Coordinator does not have current documentation of the required Health & Certification Documents. Holds can also be placed for any outstanding obligations to the University.

Cancellation of Enrollment

Prior to all drops, adds, withdrawals and any change in the program, the student must consult with the Program Coordinator. Students are responsible to refer to the Academic Calendar for specific deadline dates.

Student Records

Student Records are maintained by the Program Coordinator in the Nursing Program Office. These records are available to the faculty based on a “need-to-know” policy. Clinical Practice Partner Agencies also may review and/or request specific health and certification requirements, which is in compliance with our affiliation agreement with each agency.

Transcripts

Official transcripts are secured from the Registrar’s office.
Western Washington University’s RN-to-BSN Program prepares graduates to:

1. Assimilate theories and concepts learned through the sciences and humanities into professional nursing practice.

2. Access, appraise and synthesize credibility of varied sources of evidence to inform clinical judgment and organizational decision-making for optimal healthcare delivery.

3. Promote a culture of evidence-based practice by integrating clinical expertise and diverse perspectives that support patient-centered care and optimal health outcomes.

4. Advocate for access to and delivery of equitable health care services with an understanding of the influences of individual, socio-cultural, legal and policy factors.

5. Apply principles of leadership, systems theory, quality improvement, and interdisciplinary communication to promote patient safety and quality care in a variety of settings.

6. Advocate for and practice health promotion and disease prevention strategies to enhance the well-being of individuals, families, communities and populations.

7. Coordinate the delivery of healthcare services through effective professional communication, patient care technology, and interdisciplinary collaboration.

8. Provide BSN generalist care within the context of evolving professional standards and a commitment to life-long learning.

Full Time Plan of Study
Part Time Plan of Study
Courses Titles, Descriptions, and Learning Objectives

**NURS 301 Information Literacy to Support Academic Discourse (5 credits)**

**Course Description:** Focuses on developing the ability to utilize technologies to access and evaluate the credibility of information, consider the strength of varied perspectives and develop skills of academic discourse necessary to develop a reasoned analysis of current issues in health care and the profession of nursing.

**Course Objectives**

1. Use technology to access and evaluate credibility of varied sources of information
2. Synthesize and assimilate information through critical reading and discourse
3. Assess one's own strengths and opportunities to enhance professional communication
4. Evaluate individual contributions to group dynamics, problem solving and project success
5. Evaluating the quality of information sources
6. Reading and writing about scholarly sources – clarifying “voice”
7. Critical thinking, academic writing, academic integrity/plagiarism
8. Clinical informatics
9. Applications to current issues in healthcare and profession of nursing

**NURS 305 Social Justice and Health Care (5 credits)**

**Course Description:** Examines the intersection of social, cultural, and economic factors that produce health disparities. Explores how oppression, racism and privilege impact patient care. Provides opportunities to support social justice in healthcare using increased self-awareness, theories of justice, and research findings to promote equitable patient care.

**Course Objectives**

1. Examine theories of justice and how they relate to health and healthcare
2. Explore the challenges and strategies to reduce health disparities
3. Understand how issues such as trust, stigma and power impact provider-patient relationships
4. Examine the impact of health policies and programs on social justice and human rights

**NURS 307: Writing Across the Curriculum (1 credit, repeatable up to 5 times)**

**Course Description:** This is a hybrid course that emphasizes strategies and ongoing practice in critical reading, writing and thinking skills that enhance student success in developing clear, informed, analytic and persuasive academic papers. Students may take one credit per quarter, repeatable up to 5 credits maximum, including original course. May be taken concurrently with any core RN-to-BSN course. **(Pre-requisite:** English 101.)

**Course Objectives**

1. Participate in self-evaluation and peer review of writing
2. Develop scholarly reading and writing skills
3. Use APA style accurately
4. Choose appropriate voice, style, and strategy for reading/listening audience
NURS 401 E-Portfolio (1 credit per quarter for a minimum of 5 credits)
Course Description: The e-portfolio process includes opportunities for self-assessment of progress made in meeting program specific and individual student goals. Ongoing reading, writing and reflection contribute to cumulative e-portfolio development and commitment to life-long learning essential for the professional nurse. The course must be successfully completed for 5 quarters throughout the RN-to-BSN program.

Course Objectives
1. Articulate, monitor and revise academic and professional short and long term goals
2. Define and engage in reflective practice to promote ongoing professional and personal development
3. Demonstrate continued competency and commitment to life-long learning through ongoing documentation of professional practice

NURS 402 Translational Research for Evidence-Based Practice (5 credits)
Course Description: Utilizes the elements of the research process and analytic skills necessary to evaluate, translate and apply current systematic inquiry to inform nursing practice and promote optimal clinical outcomes. (Prerequisite: NURS 301 Information Literacy to Support Academic Discourse.)

Course Objectives
1. Describe the application of the research process to expanding nursing knowledge and practice
2. Formulate relevant clinical practice questions (i.e. PICO questions)
3. Use quantitative and scientific reasoning to frame questions and solve problems
4. Integrate best current evidence with own clinical experiences and apply knowledge to address clinical problems

NURS 412 Health Care Policy, Leadership and U.S. Healthcare (5 credits)
Course Description: Examines health care policy, finance and regulatory environments that directly and indirectly influence the health care system. Utilizes a systems-leadership approach in advocacy for patients, families, communities and health care professionals to promote social justice and equity in our system of care.

Course Objectives
1. Use the ecological and other systems models to understand the structure, limitations and potential of U.S healthcare
2. Articulate the direct and indirect policy implications on patient care and the health professions
3. Assess one’s own strengths and opportunities to enhance leadership strategies to affect change
4. Identify an opportunity and delineate a process to advocate for healthcare improvement

NURS 422 Organizational Change for Patient Safety & Quality Care (5 credits)
Course Description: Examines and applies theories of organizational behavior, systems thinking, and leadership to quality improvement strategies that minimize errors and optimize positive clinical outcomes. Participation in selected patient safety and quality improvement initiatives provide opportunity to apply and evaluate the relevance of theoretical concepts to real-world health care challenges.

Course Objectives
1. Examine models that promote a culture of safety through continuous quality improvement
2. Explore the role of the individual, organization and policy to create and lead a culture of safety and quality improvement
3. Participate in interdisciplinary collaboration to promote organizational change
4. Use effective strategies to enhance collegial communication and conflict resolution
NURS 432 Community-Based Care for Vulnerable Populations (5 credits)

Course Description: Emphasizes population focused nursing care including the assessment of risk, predictive and protective factors that influence health and well-being of groups, communities and aggregate populations. Integrates and applies principles of social justice, health promotion, disease, and injury prevention in providing services to vulnerable populations in the community-context.

Course Objectives:
1. Utilize a community assessment tool to identify vulnerable populations
2. Assess the risk, predictive and protective factors that influence health and well-being of vulnerable populations
3. Examine strategies using community resources to address the identified needs
4. Integrate and apply principles of social justice by investigating methods of advocacy in the local community

NURS 442 Interdisciplinary Care Coordination (5 credits)

Course Description: Integrates knowledge, skills and attitudes necessary to promote community based patient/family centered health care coordination through effective use of appropriate technologies, interdisciplinary communication, teamwork and collaboration. Serves as a field experience in students’ final quarter of study.

Course Objectives:
1. Facilitate ongoing monitoring and communication for successful coordination of care
2. Utilize case presentation format to promote collaboration, peer consultation and shared learning to address challenges and opportunities in healthcare coordination
3. Contribute to the profession of nursing through scholarly oral and written presentations
4. Apply organizational, systems and leadership theories to enhance health care coordination

NURS 452: Global Health Inequities and Interventions (5 credits)

Course Description: Examines major problems and policy issues in global health from multiple perspectives. Focuses on understanding the historical, political, social, cultural, environmental and economic determinants of adverse health conditions in developing countries. Provides a knowledge base for nurses to promote social justice by improving global health disparities.

Course Objectives
1. Explore the most important global health problems, their causes and methods for prevention
2. Examine factors that facilitate and serve as barriers to promoting global health
3. Analyze a current global health issue using an evidence-based approach
4. Investigate methods of advocacy in the global community which promote social justice
Essential Functions for Students in the RN-to-BSN Program

Introduction

The Department of Human Services and Rehabilitation at Western Washington University offers a Bachelor of Arts in Human Services, a Bachelor of Science in Nursing, a Master of Education in Adult and Higher Education, and a Master of Arts in Rehabilitation Counseling. The curriculum in each program is designed to support student attainment of the knowledge, skills, and dispositions to meet the national, regional, and local professional standards.

All programs offer a rigorous curriculum that places demands on students during their academic preparation designed to be comparable to the intellectual and professional demands that a graduate will experience during early years as a practicing professional. The programs prepare students to enter the profession as a generalist with the knowledge, skills, and dispositions to successfully perform all the required functions associated with the role of entry-level professionals.

Essential Functions

Essential functions are the basic activities that a student must be able to perform to complete the curriculum. All individuals, including persons with disabilities, who apply for admission to any of the programs, must be able to perform essential functions in both classroom and field placement/practice settings. Students must be able to perform the programs’ essential functions either with or without reasonable accommodations to be considered for program admission, retention, and graduation.

Each program has the ultimate responsibility for: the selection and admission of students; the design, implementation, and evaluation of the curriculum; the evaluation of student progress; and the criteria for successfully completing the degree.

Faculty, staff, and field/practice supervisors have a shared responsibility for the welfare of individuals who are served by students enrolled in the program. The program is responsible to its clinical practice partner agencies and to the people they serve to assure that graduates are fully competent generalist professionals who work towards the well-being of individuals and who are capable of delivering quality services in an effective and timely manner. Thus, it is important that persons admitted, retained, and graduated possess the cognitive ability, integrity, compassion, and physical and emotional capacity necessary to practice as a professional.

The RN-to-BSN Program at Western Washington University adheres to the standards set by the American Association of Colleges of Nursing (AACN) and the Council on Collegiate Nursing Education (CCNE). Within CCNE standards, the Nursing Program has the ultimate responsibility for: the selection and admission of students; the design, implementation, and evaluation of the curriculum; the evaluation of student progress; and the criteria for successfully completing the major.

Faculty, staff, and fieldwork/clinical preceptors in the Nursing Program have a shared responsibility for the welfare of clients who are served by students enrolled in the program. The program is responsible to its clinical practice partner agencies and to the clients they serve to assure that graduates are fully competent baccalaureate prepared nursing professionals who work towards the well-being of clients and who are capable of delivering quality services in an effective manner.
and timely manner. Thus, it is important that persons admitted, retained, and graduated possess the cognitive ability, integrity, compassion, and physical and emotional capacity necessary to practice as baccalaureate prepared nursing professionals.

**Accommodations**

The Department of Human Services and Rehabilitation, as part of Woodring College of Education at Western Washington University, is committed to the principle of equal opportunity. The University, College, and Department do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, disabled veteran, or Vietnam era veteran status. When requested, the University will provide reasonable accommodation to qualified students with properly verified disabilities.

The Department has established academic standards and minimum essential requirements that must be met with or without reasonable accommodations to participate and graduate from the programs. The disAbility Resources for Students office will determine reasonable accommodations. Prior to entering the program, it is the responsibility of individual students, when applicable, to request accommodations from the disAbility Resources for Students office (http://www.wwu.edu/eoo/disability.shtml) that he/she feels are reasonable and are necessary to execute the essential functions described below. It is also the responsibility of the student to review this on a quarterly basis to ensure meeting all of the essential functions.

**The Department of Human Services and Rehabilitation**

The programs offered by the Department of Human Services and Rehabilitation at Western Washington University endeavor to select applicants who have the ability to become competent professionals. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement, but also on non-academic factors that serve to ensure that the student can complete the essential functions of the academic and field study program required for graduation. *Essential functions, as distinguished from academic standards, refer to those abilities that are necessary for satisfactory completion of all aspects of the curriculum by all students, and the development of professional attributes required to be met by professional standards.* The Essential Functions required by the curriculum are in seven areas: 1) **motor**, 2) **sensory**, 3) **communication**, 4) **cognitive**, 5) **behavioral/emotional**, 6) **professional**, and 7) **ethical**.

| Communication | The student must be able to accurately, effectively, and sensitively communicate information through language, reading and writing in English, and possess prerequisite computer literacy skills. Information may need to be communicated across a wide variety of communicative partners including but not limited to students, faculty, field supervisors, clients, families, and others in a comprehensive manner and under conditions where time may be limited.  

**Behaviors that reflect these skills include, but are not limited to:**

- Makes relevant comments and appropriately participates in class
- Uses standard conventions, correct grammar, and vocabulary in written and verbal communication |

---

20
• Addresses concerns regarding classes, assignments, instructors, practicum/internship placements, etc. in a professional manner with the appropriate individual
• Builds effective and professional rapport with peers in the classroom, professionals in agencies/community, and instructors
• Displays a positive attitude
• Uses active and reflective listening to ensure effective collaboration, problem-solving, and decision-making
• Respects others’ privacy and personal boundaries
• Presents ideas and suggestions clearly and in a positive, non-confrontational manner
• Listens in a confidential, responsive, and empathic manner to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences
• Interacts with people from diverse backgrounds courteously, fairly, and professionally
• Demonstrates a willingness and the ability to give and receive feedback
• Displays social skills necessary for establishing professional rapport in settings on campus and in the professional settings (e.g., voice tone & volume and language usage)

Behaviors that imply the absence of these skills include, but are not limited to:

• Gives inappropriate information to others
• Chronically deficient on upkeep of charts and/or records
• Lies or fabricates data when needed to cover up mistakes and oversights
• Provides data without appropriate checks for correctness
• Represents the work of others as being original
• Uncommunicative with staff and faculty
• Fails to make appropriate arrangements if unable to be on time or present
• Gossips, spreads rumors, or speaks negatively to peers, instructors, site supervisor, clients, or community members

Cognitive/Sensory

The student must have the cognitive and intellectual abilities necessary to master relevant content in academic and field-based courses at a level deemed appropriate by the faculty, professional staff, and professional standards.

Behaviors that reflect these skills include, but are not limited to:

• Makes an independent attempt to answer questions
• Seeks advice and information from appropriate resources
• Independently seeks and locates needed resources
• Seeks opportunities to learn new skills
• Demonstrates a variety of quality research skills
<table>
<thead>
<tr>
<th>Behavioral/Emotional</th>
<th>The student must possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and appropriate professional behavior.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviors that reflect these skills include, but are not limited to:</strong></td>
<td><strong>Behaviors that imply the absence of these skills include, but are not limited to:</strong></td>
</tr>
<tr>
<td>• Cooperates in group activities by contributing equitably to group effort</td>
<td>• Feels existent policies are irrelevant, unimportant, and nonobligatory</td>
</tr>
<tr>
<td>• Acknowledges differing perspectives of individuals including people from diverse cultures and experiential backgrounds with empathy and understanding of differences and opinions</td>
<td>• Justifies doing things “just for the experience,” without taking needs of clients and others into consideration</td>
</tr>
<tr>
<td>• Conducts self in a calm and rational manner</td>
<td>• Fails to use safe techniques when not being supervised</td>
</tr>
<tr>
<td>• Assumes personal responsibility for actions and decisions</td>
<td>• Requires or makes requests for excessive assistance or support by staff, faculty, peers, or site supervisors</td>
</tr>
<tr>
<td>• Maintains mature, sensitive, and effective relationships with clients, coworkers, supervisors, classmates, faculty, staff, and other professionals under all conditions including highly stressful circumstances</td>
<td>• Functions effectively under stress and adapts to environments and systems that may change unpredictably without warning</td>
</tr>
<tr>
<td>• Takes appropriate initiative to solve problems in a timely manner, such as talking with an instructor</td>
<td>• Plans and prepares in advance of class, appointments with instructors, and practicum, internship, and practice activities</td>
</tr>
<tr>
<td>• Demonstrates self-control in all classes, meetings, and interactions with peers and instructors</td>
<td>• Submits assignments on time and follows submission guidelines</td>
</tr>
<tr>
<td>• Contacts site supervisor in the event of absence or tardiness and makes up any missed time according to practicum, internship, and practice expectations</td>
<td>• Attends class and is punctual in class and in the practicum, internship, and practice setting</td>
</tr>
</tbody>
</table>
- Adjusts behavior(s) based on feedback given by instructor(s) or practicum, internship, and practice supervisor(s)
- Responds to feedback with a positive, open-minded attitude and does not become defensive or make excuses for performance or behavior
- Follows up with instructor or site supervisor after feedback has been given to check progress or status

**Behaviors that imply the absence of these skills include, but are not limited to:**

- Unreliable in completion of tasks
- Exhibits excessive emotional behavior
- Argumentative
- Sullen or arrogant with clients, faculty, peers, staff
- Hostile responses to frustrating situations
- Elicits hostility from others
- Displays hostility towards challenging clients
- Behaves disrespectfully to staff, faculty, site supervisors, or peers (e.g., eye rolling, sarcastic comments, blaming others, pejorative jokes)

### Professional

The student must possess the ability to reason judiciously and act professionally as a student-professional.

**Behaviors that reflect these skills include, but are not limited to:**

- Learns and follows professional standards of practice
- Uses respectful language and manner regarding peers, instructors, site supervisors, clients, and community members
- Behaves honestly in all interactions with peers, instructors, site supervisors, clients, and community members
- Collaborates and draws upon professional colleagues to generate ideas for growth as a professional
- Makes use of feedback from professional colleagues to support development as a professional
- Meets expectations of scheduled commitments
- Demonstrates professional responsibility, conduct, productivity, and effort
- Adheres to established professional standards for dress and grooming in both class and in the field

**Behaviors that imply the absence of these skills include, but are not limited to:**

- Chronically tardy or absent
- Skips obligations if not supervised
- Sloppy in appearance
- Difficult to find when needed
- Disrespectful and rude to faculty, staff, peers, or patients
## Ethical

The student must behave in an ethical manner with peers; instructors; practicum, internship, and practice site supervisors; clients; and community members. Official university functions include, but are not limited to, practicum and internship, field-based learning, and any times that the student is perceived as representing WWU.

*Behaviors that reflect these skills include, but are not limited to:*

- Understands all professional, legal, and ethical responsibilities and policies
- Complies with the [WWU Student Rights and Responsibilities Code](https://www.wwu.edu/services/general-affairs/student-life/professional-development-and-campus-life/student-code-of-conduct), which includes the policy on illegal possession and/or use of alcohol and drugs
- Complies with WWU [Academic Honesty Policy](https://www.wwu.edu/services/general-affairs/student-life/professional-development-and-campus-life/academic-honesty-policy)
- Adheres to the ethical standards as defined by program of study
- Gives credit to others when using their work
- Keeps all client information confidential in all settings, including at the university and in the community
- Uses appropriate procedures when working with client records and other privileged information

*Behaviors that imply the absence of these skills include, but are not limited to:*

- Passing of assignments or tasks to others when possible
- Approach is “who is right” not “what is right”
- Blames others for own shortcomings
To be admitted to and progress in Western’s RN-to-BSN program, a student must be aware of and meet the requirements identified in the following description of work performance of practicing nursing professionals.

**Title:** Baccalaureate Nursing Student / RN-to-BSN

**Class/Work Hours:** Varies with practice experience/clinical rotations and settings and will includes 10-hour classes; includes travel to clinical sites throughout the Whatcom County area

**Full/Part Time:** Full and Part Time

**General Responsibilities/Requirements:** The nursing student is responsible for performing patient assessment, planning care delivery, performing nursing intervention and teaching patients, family members and communities about health and illness. Responsibilities include reviewing the patient’s chart, assessing the patient’s medical condition, complaints and concerns, assessing bio psychosocial and spiritual aspects of the patient’s health, carrying out physician’s orders, and determining appropriate treatment and medication. Direct care includes administering medications and completing nursing procedures such as catheterization, suctioning, dressing changes and responding to emergencies as they occur, as well as counseling, teaching and crisis intervention. The student also assists patients with meals, positioning, transporting and transferring in and out of bed, and in walking. Information gathered about the patient is regularly and appropriately communicated to the health care team. The student also engages in community-based activities in which care to families, groups and target populations is delivered. This requires participation in agency and independent activities.

**Machines, Tools, or Moving Equipment:** The student uses a variety of medical supplies and equipment; e.g., stethoscope, blood pressure cuff, IV poles, tubing and pumps, portable monitoring units, needles, clamps and scissors, syringes, patient support bars, hospital bed, wheelchairs, etc.

**Percent of Time Spent:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitting</td>
<td>10%</td>
</tr>
<tr>
<td>Standing</td>
<td>50%</td>
</tr>
<tr>
<td>Walking</td>
<td>40%</td>
</tr>
</tbody>
</table>

**While Working the Student Must:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>YES</th>
<th>NO</th>
<th>Comment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twist</td>
<td>X</td>
<td></td>
<td>Occasional twisting while working around tables and chairs</td>
</tr>
<tr>
<td>Stoop/bend</td>
<td>X</td>
<td></td>
<td>in a patient’s room, as well as occasional stooping and/or bending to retrieve supplies from lower storage areas</td>
</tr>
<tr>
<td>Action</td>
<td>YES</td>
<td>NO</td>
<td>Comment</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----</td>
<td>----</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Squat</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kneel</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Crawl</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climb</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Push/pull</td>
<td>X</td>
<td></td>
<td>Pushing and pulling various pieces of medical equipment on wheels</td>
</tr>
<tr>
<td>Grasp/Handling</td>
<td>X</td>
<td></td>
<td>Grasping and handling of medical equipment</td>
</tr>
<tr>
<td>Reach over shoulders</td>
<td></td>
<td>X</td>
<td>supplies, equipment, medications and items.</td>
</tr>
<tr>
<td>Reach at waist</td>
<td></td>
<td>X</td>
<td>The capacity to reach full range of motion.</td>
</tr>
<tr>
<td>Reach below waist</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kneel</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**While Working the Student Must: Required:**

<table>
<thead>
<tr>
<th>Action</th>
<th>YES</th>
<th>NO</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lift to 10 lbs.</td>
<td></td>
<td>X</td>
<td>Continually lifting medical supplies and equipment weighing up to 5 lbs.</td>
</tr>
<tr>
<td>Lift 11-20 lbs.</td>
<td></td>
<td>X</td>
<td>Occasionally lifting PCA monitors and other equipment weighing up to 20 lbs.</td>
</tr>
<tr>
<td>Lift 21-50 lbs.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Lift over 50 lbs.</td>
<td></td>
<td>X</td>
<td>Occasionally assisting in 2-person lifting of Patients.</td>
</tr>
</tbody>
</table>

Identifying specific weights lifted in a transfer is difficult because it is dependent upon the amount of assistance the patient is able to offer.

**While Working the student must: Required:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry to 10 lbs.</td>
<td></td>
<td>X</td>
<td>Continually carrying medical supplies and equipment</td>
</tr>
<tr>
<td>Carry 11-20 lbs.</td>
<td></td>
<td>X</td>
<td>Occasionally carrying items weighing up to 20 lbs.</td>
</tr>
<tr>
<td>Carry 21-50 lbs.</td>
<td></td>
<td>X</td>
<td>The student uses carts to transport heavier items.</td>
</tr>
<tr>
<td>Carry over 50 lbs.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**While Working the Student Must: Required:**

<table>
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<tr>
<td>Carry over 50 lbs.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
**Personal Strengths:** The student is expected to accept persons whose appearance, condition and behavior and values may be in conflict with his/her own. Nursing care including all needed personal health services must be carried out regardless of the patient's race, ethnicity, age, gender, religious preference or sexual orientation.

In collaboration with other health team members, the student works toward the goal of easing the burden of physical and emotional pain of those assigned to his/her care. In order to assist others in regaining health, it is essential that the student maintains his/her own level of wellness.

**Working Environment:** There are many settings in which the nursing student gains experience, e.g., hospital, nursing home, public health and community agencies, home visits, school setting and clinics. The most physically demanding may be in the hospital or nursing home setting where there is a nursing station with patient rooms in the surrounding area. The flooring often varies and students are expected to walk distances while monitoring patients’ conditions. These active, busy environments require the ability to keep track of a large number of activities at a time.
Grading and Program Progression

Letter Grades

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.5 – 100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>91.5 – 93.4</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>89.5 – 91.4</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83.5 – 89.4</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>81.5 – 83.4</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>79.5 – 81.4</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73.5 – 79.4</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>71.5 – 73.4</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>69.5 – 71.4</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63.5 – 69.4</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>61.5 – 63.4</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt; 61.4</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Satisfactory/Unsatisfactory Grades

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.5 - 100 points =</td>
<td>Exceeds expectations and credit will be given for the course (Satisfactory/Pass)</td>
</tr>
<tr>
<td>79.5 - 94.4 points =</td>
<td>Meets expectations and credit will be given for the course (Satisfactory/Pass)</td>
</tr>
<tr>
<td>&lt; 79.4 points      =</td>
<td>Does not meet expectations, and no credit will be given for the course (Unsatisfactory/Does not pass)</td>
</tr>
</tbody>
</table>

Grade Requirements

Nursing Students must maintain an overall 2.75 GPA throughout the progression of the Nursing Program. Students falling below a 2.75 GPA in any quarter will be placed on Academic Probation. Students placed on this probationary status will be required to:

- Maintain at least a 2.75 GPA for 2 consecutive quarters
- Failure to maintain a 2.75 GPA for 2 consecutive quarters after being placed on Academic Probation will require the student to leave the full-time program of study and enter into the part-time program of study.
- Students already in the part-time program of study unable to maintain a 2.75 GPA will be dismissed from the program.
- Students who have been dismissed from the Nursing Program can be readmitted on a case by case basis as approved by the Academic Program Director.
Student Evaluations of Faculty

Toward the end of each nursing program course, students will be asked to complete an evaluation instrument. An analysis of the student response is sent to faculty members after the completion of the term and the recording of grades. This data assists the faculty in self-improvement in their teaching. The information is also used a part of the determination of the faculty member’s tenure and promotion. Student are expected to carefully weigh their assessments and evaluate the faculty member fairly and accurately.
**Program Requirements**

**Background Check and Drug Screening**

Once admitted to the RN-to-BSN Program, all students must pass a criminal background check as well as a drug/illegal substance screening. This requirement is based on medical industry standards and Washington State laws protecting vulnerable populations (RCW 43.43.880 and 43.43.842). If a background check shows disclosures, a personal interview with the Program Director may be required.

Drug screens and background checks are required by Clinical Practice Partner Agencies where students complete their practicum experiences. Students should be aware that certain gross misdemeanors and felonies may disqualify them.

**Post-Admission**

After acceptance to the RN-to-BSN Program the following Health & Certification Requirements:

- Registered Nurse Licensure or eligibility to take NCLEX-RN
- Background Check
- Drug Screening
- Healthcare Provider CPR
- Personal Health Insurance
- Malpractice/Liability Insurance

**Proof of immunization or titer results:**

- Measles, Mumps & Rubella (MMR); 2 immunizations or positive titer
- Hepatitis B vaccination series; 3 injections completed or positive titer
- Tetanus, Diphtheria & Pertussis (Tdap) (within past 10 years)
- Varicella; 2 immunizations or positive titer
- Influenza (Annual-when available)
- Testing for Tuberculosis (PPD or IGRA) (Annual)

Additional requirements for clinical practice placement will be completed during the first quarter of the program. It is the responsibility of the student to provide updated immunization, insurance and CPR evidence to the Program Coordinator. Failure to provide these annual updates and/or to complete the Health & Certification Requirements will result in the student not being allowed to enroll in the program courses or participate in the clinical practice experiences.

These requirements are **separate** from the University's [Measles Immunity Requirement](#). The RN-to-BSN Program and the WWU Student Health Center maintain separate student records, and cannot share student medical information with one another. Students must keep copies of all health documentation for their personal records.
Bloodborne Pathogens

Purpose and Policy

Purpose

To identify the rights and responsibilities of faculty and nursing students of Western Washington University in dealing with issues related to exposure to bloodborne pathogens, Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), Hepatitis C Virus (HCV) and others. To establish protocols for reporting bloodborne pathogen exposure and infection control practices. Health care workers must assume that all patients have the potential of carrying bloodborne pathogens.

Policy

All students are expected to render safe, quality nursing care to all clients. Students are expected to know policies and procedures that reduce the risk of spread of infection to self and others. Students must demonstrate an understanding of infection control principles, including the transmission of HIV/AIDS. Students may seek counsel from their faculty advisor about any health condition or concern they have that may influence their clinical practice. Expenses incurred over the course of treatment for an illness acquired through exposure in the clinical setting are the responsibility of the student.

Definitions

Accidental Exposure/Exposure Incident | A situation where an individual comes in contact with blood/body fluids through needle stick, skin lesion, non-intact mucosal membrane or mucosal splash to eyes, mouth, or nose.

Acquired Immunodeficiency Syndrome (AIDS) | A disability or life-threatening illness caused by human immunodeficiency virus (HIV).

Bloodborne Pathogens (BBP) | Any pathogenic microorganisms that may be present in human blood or other potentially infectious materials (OPIM) and can infect and cause disease in persons who are exposed to blood containing the pathogen.

Hepatitis B (HBV) | A viral infection of the liver spread through contact with blood and body fluids. There is a vaccine available for HBV.

Hepatitis C (HCV) | A viral infection of the liver that is transmitted primarily by contact with blood. There is no vaccine effective against HCV.

Occupational Safety and Health Administration (OSHA) | The federal agency concerned with employee safety.
Standard Precautions | An approach to infection control that treats all human blood and human body fluids, secretions, and excretions, except sweat, as if they were contaminated with infectious blood borne pathogens.

Washington Industrial Safety and Health Administration (WISHA) | The State of Washington agency responsible for employee safety.

Protocol for Illness/Accidents/Critical Incidents Related to Clinical Practice Experience

Illness/Accident

If the student is ill, the student is required to notify the faculty member as directed in the specific course syllabus and to notify the Clinical Practice Experience site if directed by the faculty member. Absence in a Clinical Practice Experience rotation is difficult to make up. If make-up arrangements are possible, those arrangements must be made directly with the faculty member.

Students who become ill during Clinical Practice Experience or have an accident at or on the way to the Clinical Practice Experience must follow the procedures outlined below.

If a student goes to a hospital emergency room or personal health care provider for diagnosis and treatment, the hospital or care provider will bill for the care.

The student is financially responsible for all costs involved with this diagnosis and treatment.

Procedure for Illness Occurring During Clinical Practice Experience

- Immediately notify the faculty.
- If the student is unable to reach the faculty member, call the Program Coordinator at 650-6700 during regular office hours and who will attempt to notify the faculty member immediately.
- The student must provide the phone number at the Clinical Practice Experience agency where she or he may be reached.
- The student must not leave the Clinical Practice Experience agency without notifying the program faculty/staff as to the destination and a phone number at which to be reached.
- As well as a general plan for safe transportation, if possible.
- Under the direction of the instruction, also notify the supervisor/nurse manager of the unit or agency.
- The faculty will identify agency forms to complete if the student is ill or injured.
- If the student has had an automobile accident, and is unable to attend Clinical Practice Experience, police and insurance reports should be filed as necessary. Automobile accident, insurance reporting, and healthcare appointments are the responsibility of the student.
Return to Clinical Practice Experience

If a student has been ill or suffered an injury, the faculty may require written documentation from the student’s healthcare provider that he or she can return to Clinical Practice Experience work and safely provide care to patients. A list of any restrictions (for example, a restriction in lifting to a certain number of pounds) must be included in the provider’s note. While all efforts will be made to accommodate students with restrictions, some restrictions may limit the student’s ability to meet the course objectives. In addition, faculty reserve the right to decide that a student may not return to Clinical Practice Experience based on the nature of the injury or illness, the restrictions required by the care provider, and conditions of patients and the clinical site, regardless of what the student’s health care provider says.
Guidelines for Exposure to Body Fluids

**Standard Precautions** – all blood and body fluids are considered to be potential sources of infection and are treated as if known to be infectious.

a. Contaminated sharps shall not be bent, recapped or removed.
b. Contaminated sharps must be placed in an appropriate container as soon as possible.
c. Eating, drinking, applying cosmetics or lip balm, and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure.
d. When exposure is possible, personal protective equipment shall be used. Personal protective equipment includes:
   1) **Gloves** to be worn when it can be reasonably anticipated that the individual may have hand contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin; when performing vascular access procedures; and when touching contaminated items or surfaces.
   2) **Masks, eye protection** and **face shields** to be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.
e. Wash hands immediately after removal of gloves or other personal protective equipment.

*(Excerpts from OSHA Blood-borne Pathogens Section 1910.1030)*

**Exposure Guidelines**

- Students must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids.
- Any direct exposure to body fluids occurring while functioning as a nursing student must be reported immediately to the Practice Experience Faculty.
- The Practice Experience Faculty and student will notify the Practice Experience Agency Supervisor.
- The student will document the injury/exposure by completing a Practice Experience agency site incident report.
  - The student will document the injury/exposure by completing the Western Washington University accident report within 24 hours of injury.
- The student will file a report of the incident with the Nursing Program Coordinator.
- Any medical expenses incurred by the student will be the responsibility of the student.
Immediately Wash skin & wound with soap & water. Cover & protect wound. Flush eyes and mucous membranes with water.

The Practice Experience Agency supervisor will then determine the exposure severity factor to determine if the student reports to Whatcom Occupational Health, 3010 Squalicum Parkway, Bellingham, WA (after hours go to the Emergency Room).

The physician evaluation and “HIV Pathogen Exposure Plan” must be done within 2 hours of exposure.

The faculty of the RN-to-BSN Program, our practice partner clinical agencies, and the clients we serve expect that students present a professional, well-groomed and non-revealing appearance that reflects the nature of the program, the nursing profession, and facility. A professional appearance is imperative.

Safety and cultural awareness are also vitally important to consider in standards of appearance. Both faculty and students are to follow both the RN-to-BSN Nursing Program standards, and any additional standards of the practice partner clinical agencies to which they are assigned, which may be more stringent.

Certain faculty, agencies, or specific sites may establish additional appearance standards to those listed below. Students are to follow the more restrictive policy.

A student who appears unprofessional in dress or behavior may be sent home from the practicum sites. Make up sessions may not be available and program completion could be delayed.

### Appearance Standards

#### Cleanliness

Personal cleanliness and hygiene are essential both to portray a professional appearance, and to safeguard the health of clients, affiliate agency staff, and other students. Hygiene maintenance requires attention to odors. Students must use only fragrance-free body products since scented products (perfumes, colognes, lotions, deodorants, after shaves, etc.) can be offensive to many people. Students should also be cognizant of body odor and bad breath, and take measures to avoid both. Students who smoke should have no detectable odor of smoke on their person when in clinical setting.

#### Attire

All clothing worn should fit properly. At no time should bare midriffs or breast or gluteal cleavage be visible. Uniforms are not required for practice partner clinical experiences, appropriate clothing should present a professional appearance in these settings, and the program name badge must be worn. Students must not wear open-toed or open-heeled shoes. Undergarments must be worn and should not be seen. The program name badge is not to be worn during employment or any other activities.

#### Hair

Hairstyles for men and women must be neat and clean. Beards and mustaches must be neatly trimmed. When in contact with health clients, long hair must be pulled back and fastened by a clip or elastic band so that it does not fall forward over the shoulders or face. Unnatural hair colors and extreme hairstyles are not acceptable.

#### Jewelry

Two small stud earrings per ear are allowed. They should not be hoops, bars, gauges or other earrings prone to being pulled or caught on objects. The ear piercings associated with gauges need to be covered during all practice partner clinical experiences using band aids or other skin colored tape. No other piercing should be visible during practice partner clinical experiences. Facial and

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mouth jewelry are not to be worn in the practice partner clinical setting at any time. This includes but is not limited to: rings or studs on eyebrows, nose, lips, and tongue.

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

**Nails**

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

**Body Art**

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

**Other**

Excessive makeup is not acceptable and gum chewing is not permitted in the practice experience clinical setting.
Personal Property and Computers

The University and RN-to-BSN Program is not responsible for loss or damage to personal property owned by faculty, staff, or students, including personal computers, which are used or left in the building. The University is also not responsible for any thefts or damages done to vehicles parked on the premises. Areas of the parking lots and the buildings are under video surveillance.

If a student’s personal computer is used in one of the buildings, a multi-dimensional surge protector (common and transverse spikes) should be purchased and utilized to prevent electrical damage.

Privacy Protection / Computer Security / Electronic Medical Records (EMR) Training

Students are expected to know and practice date and information security measure when using Practice Partner computers or private computers to access agency data on or off campus. Students may be required to complete computer security training courses prior to or during clinical practice partner setting placements.

Students receive training regarding patient confidentiality and are required to comply with the letter and spirit of the Health Information Portability and Accountability Act (HIPAA). Students should not discuss in any public forum (including blogs or any social media) any information occurring in their Practice Partner settings.

Students may not, under any circumstances, utilize their access to electronic medical records through the RN-to-BSN Program to directly or utilize a third party to look up medical records belonging to themselves, friends, family, or significant others as this is a violation of the HIPAA laws. Students must go through the proper channels of the individual agencies to obtain personal medical records.

Students may be required to meet agency specific orientation and EMR training prior to the official start of the clinical practice partner placements. It is the student's responsibility to complete these trainings.
Graduation

Applications for Degree

It is the responsibility of each student to meet the graduation requirements of Western Washington University. This includes fulfillment of general education requirements, RN-to-BSN Program requirements, writing portfolio, total hours required for the Nursing Program Degree and submission of all forms and fees.

Applications for graduation can be found on the WWU Registrar’s Bachelor’s Degree Information page. It is important to apply within the due dates listed. Students are encouraged to check their online degree evaluations for any deficiencies.

Commencement

Western Washington University holds a formal commencement ceremony for graduating classes at the end of each quarter. The RN-to-BSN Program highly encourages the participation of the nursing students in the University's commencement ceremonies.

Caps and Gowns

All arrangements related to participation in the commencement ceremonies is coordinated by the WWU Alumni Association. Reservations for the commencement ceremony can be made by completing a form, which are usually available at the beginning of the last quarter in which you will graduate. Your reservation purchases your cap, gown, tassel and diploma cover. Your confirmed reservation entitles you the allotted number of tickets for that quarter for your guests. (Note: you are not purchasing the tickets, only the apparel and diploma cover).
Resources

HELPFUL RESOURCES FOR STUDENTS

First Aid

First Aid Kits are located throughout campus in each department. The Student Health Center is located on south campus in the campus services building. It is open during academic sessions.

AED

An AED is located in the Southeast corner of Miller Hall, where the RN-to-BSN Program holds classes.

Student Medical Insurance

WWU does offer Student Injury and Sickness Insurance through a third party company. It is purchased solely by the student. Students must be enrolled in at least 6 credit hours for undergraduate programs. Students must actively attend classes for the first 31 days after the date for which the coverage is purchased. Specific detailed information can be found through the Student Health Center.

Student Liability Insurance

Western’s Office of Risk Management offers Student Medical Malpractice Insurance which covers a student during their Practice Experience assignments only. It is a flat fee and is for 12 months of coverage.

Student Printing Policy

Students receive a print quota of $2.50 per student per quarter, equivalent to 50 black & white pages, provided by the Student Technology Fee. Color prints are $.25 per page. The Print & Copy Center is located in Haggard Hall with a large variety of services.

Fire Evacuation

A fire escape plan has been developed for each building on the University campus. Visual displays of primary and alternate escape routes are displayed in prominent points of each building.

Emergency Lighting & Alert Systems

All WWU buildings are equipped with an emergency lighting and alert system that comes on in case of emergency.
Transportation
Students are responsible for their own transportation between the University and Clinical Practice Partner settings. Parking areas for student use will be designated by the individual Practice Partners.

Parking
Parking services is responsible for managing the limited parking space available on the WWU main campus. In order to park on campus, a parking permit must be purchased or a citation can be issued by the WWU Police department. Parking services is located in the Campus Services building on south campus.

The Parking Enforcement Officers provide many services to the campus community. They enforce the parking rules and regulations on all campus properties during regular hours and special events. Parking Enforcement Officers also provide emergency services such as jumpstarts, unlock vehicles and provide fuel for people who have run out.

Campus Security & Security after Dark
WWU has 24-hour security through the University Police Department. Public Safety Assistants can provide safety escorts if needed. 650-3555.

After dark, students should leave the building in groups. If students are unable to leave the building with others, they should contact a campus officer to escort them to their vehicle. Cars parked in the parking lots should always be locked with valuables out of sight. Students are asked to report any problems to campus security immediately.

Emergency Phones (Blue Poles)
In an emergency, for immediate help, look for the blue emergency pole. By pressing the RED emergency phone button (auto dials) you are connected to the campus police dispatch.

Technology Requirements
Technology Competency and Access is necessary as many courses in the program have an online learning component. Therefore, students are expected to maintain regular internet access and possess competence in the use of word processing, spreadsheets and database applications. Western’s Academic Technology & User Services Department provides software support and instructional development and training to support the effective integration of technology into teaching and learning an ensuring that appropriate campus technology is available and easy to use.

Children on Campus
Western Washington University has policy regarding Children on Campus #POL-U5950.11

Only those students enrolled in nursing program courses may attend class or course practicum sections.

Young children must not be left unattended in the buildings at any time.
Pets

Western Washington University has policy regarding Dogs and other service animals on Campus #POL-U5620.04

Dogs and/or other service animals are not permitted in university buildings except for assisting persons with physical, mental and/or sensory disabilities. Dogs and/or other service animals are not permitted on university property unless under immediate control of their handler.

Counseling Services

WWU has a counseling center with staff to assist you with life problems and emotional concerns that may arise as you are a student at WWU.

HELPFUL RESOURCES FOR STUDENT-RELATED CRISSES/PROBLEMS

WWU Emergency Information:
In an emergency, WWU will provide updates to you via:
- Your WWU email
- A text message to your cell phone only if you registered your cell phone number at Web4U
- Building enunciation
- Websites: www.emergency.wwu.edu or the WWU homepage www.wwu.edu

You are strongly encouraged to stay informed about critical campus safety information by registering to receive Western Alert text messages via cell phone.

WWU Emergency Phone Numbers: Medical/Fire Aid

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<tr>
<td>Police off campus</td>
<td>911</td>
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<tr>
<td>On campus</td>
<td>(360) 650-3911</td>
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<tr>
<td>Storm/Emergency Information</td>
<td>(360) 650-6500</td>
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<tr>
<td>If someone poses a safety risk to you or the campus in general</td>
<td>(360) 650-7233</td>
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<tr>
<td>For an on-campus safety escort</td>
<td>(360) 650-3555</td>
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<tr>
<td>Domestic violence/sexual assault services</td>
<td>(360)650-3700 or 715-1563</td>
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<tr>
<td>WTA information (bad weather/delays)</td>
<td>(360) 676-7433</td>
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disAbility Accommodation

Housing

Campus Maps

Parking Information

Parking Permits

Transportation

Library

Writing Center

Bookstore

Student Health Center

Web4U

Computer Labs

Wade King Recreation Center

Dining Services

Counseling, Health and Wellness Services

ATUS Help Desk – Technology Assistance

Veterans Services

Events Calendar