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WELCOME TO THE
EVERETT COMMUNITY COLLEGE NURSING PROGRAM

INTRODUCTION

Dear Student:

It is our pleasure to welcome you into the Nursing Program!

We are pleased that you have selected the Everett Community College (EvCC) Nursing Program and look forward to working with you. The nursing curriculum is a dynamic, challenging, vigorous program which enjoys a reputation for excellence. It is designed to prepare you to function effectively with other health care team members in today’s rapidly changing health care settings.

Multiple resources will be available to you during your time in the Nursing Program. These include well-qualified faculty; an extensive library; state-of-the-art classrooms, nursing laboratories and simulation lab; and well-equipped computer labs. You also have access to Everett Community College Student Services, and a variety of health care agencies throughout the community.

This Nursing Student Handbook has been prepared as a supplement to information provided in the EvCC Catalog and EvCC Student Handbook. It is intended to provide answers to the many questions you may have as you enter the EvCC Nursing Program and to serve as a guide as you proceed through the program. The Handbook is typically revised each year as necessary. This handbook should be downloaded, read carefully, and used as a reference throughout this year of your nursing education experience here at EvCC.

We wish you success in your nursing studies and in fulfilling your nursing career goals.

Sincerely,

The Nursing Faculty and Staff
HISTORY OF THE
EVERETT COMMUNITY COLLEGE
NURSING PROGRAM

The first students enrolled in nursing studies at Everett Community College (EvCC) were admitted into the Practical Nursing Program in September, 1950. The program's curriculum was written by Jeanne Irving as part of her Master's in Nursing Thesis and was directed by Mrs. Irving for nearly 30 years. From 1950 until 1963 the LPN program was taught by three dedicated instructors: Jeanne Irving, Lillian Nelson, and June Macquardt. The program was first housed at the EvCC campus near downtown Everett, and later in small portables and a brick house on the west side of the present campus on Wetmore Avenue. In 1962 Mary VanValkenberg was hired to assist in the writing and teaching of the RN program which admitted its first class in the Fall of 1963. Additional students, of course, required additional faculty and additional lab and classroom space. Avis Gallant and Louise Uyeda were employed to teach these new RN students along with Mary Van Valkenberg. Classroom and office spaces were relocated first to the second floor of Monte Cristo and finally in 1969 to the most eastern of the Index buildings. Here, faculty and students enjoyed one large lecture room (I-169) and a large nursing laboratory (I-152, I-167). Initial RN classes admitted 120 students annually. Clinical sections were groups of 15 students. Students often had clinical experiences in the morning and returned to campus for one hour of nursing theory lecture in the afternoons. Knowing the importance of outside evaluation, the faculty sought and received Washington State approval in 1965 and accreditation as a nursing program from the National League for Nursing in 1967.

Early on, the LPN and RN programs were separate. Students could not 'graduate' from one and enter the other. In 1970, the two programs merged into a 'career ladder program' which allowed students more options in their career choices. This concept was very innovative and brought some degree of notoriety to the program and to its director Jeanne Irving.

Skagit Valley College's Nursing Program became an Everett Community College Nursing program satellite in 1972. The two programs shared curriculum, resources, teaching methods and ideas. In 1989, Skagit Valley Community College received separate accreditation as an RN nursing program.

In 1972, the faculty changed curricular design. The new curriculum was designed to allow students to be more responsible for their own learning. It was based on designated behavioral objectives with learning taking place in small discussion groups lead by students and facilitated by faculty. An increased faculty of twelve served as resources to students and no longer lectured to the students. The Nursing Program at Everett also changed admissions procedures and program design. Students were admitted twice per year, each Spring and Fall, and were required to attend during the summer.

A new nursing laboratory building, the middle building of the Index complex, was opened in the Fall of 1976. Originally it housed a large classroom, practice lab, four small nursing practice rooms, secretary's office, and storage space. Although still used for nursing instruction, the building underwent many changes, adding and subtracting space for multimedia, computer, faculty offices, and other health care programs.

A program design change occurred in 1978 when students were admitted to the program every quarter and summers were no longer a requirement. Demand for nurses in the workplace was high and admission to the nursing program was highly valued. Student and faculty schedules changed to four day class/clinical weeks with one day reserved for faculty and curriculum meetings, and to clinicals and classroom lecture occurring on alternate weeks.
Recognizing that there was a core of knowledge that was common to both LPNs and RNs, the first Career Mobility Class for LPNs was offered in 1979. This class admitted LPNs who had work experience onto a fast track to continue their education without repeating classes that they had previously passed successfully. EvCC’s LPN to RN program was very popular.

As the roles and responsibilities of RNs and LPNs have changed, the curriculum has continued to change as well. In 1980 the faculty determined that another curricular change was warranted and began a one year journey of curriculum revision. Their diligent work ended in 1981 with a newly designed curriculum which was based on a conceptual framework and reflected trends and health care needs of that era.

One of the first EvCC departments to do so, Nursing Faculty first began using computers in 1988. Interested in the use of technology in Nursing education, the Nursing Department sought and received FULD grants for the purchase of technological equipment in 1994. Computers, interactive video computers, video cameras, and technologically advanced mannequins were purchased for student and faculty use. For a number of years the computer-related equipment was housed in Index and supported by Nursing staff and Computer Services. In 1997 this equipment was relocated to the Library Media Center and the computer labs.

With the addition of other health care programs to EvCC, the Nursing Department shared its facilities, first with the Medical Assisting Program and later with the Pharmacy Technician, EMT, and Phlebotomy programs. Addition classroom and lab space was allotted to the Nursing Program in the most western of the Index buildings.

Changes in the 1990s demanded another curricular revision, one that included physical assessment and attention to the changing health care climate. Faculty endeavored to design a curriculum which was based on relevant themes and threads and which was highly congruent to the Mission of EvCC. Students were admitted into this curriculum in the Fall of 1995. In 2002 the curricular design was altered to allow students to enroll in a core nursing course and a lab section each quarter. This change reflected student desires, addressed financial aid issues, and facilitated campus wide understanding of the program structure. Since then, the curriculum has continued to be updated on a yearly basis to meet the needs of the students and the expectations of our community.

In Winter of 2011, the first of two part-time evening cohorts was accepted. In Spring of 2012, the number of new students admitted to the full-time program each quarter was increased from 32 to 40 to help meet the increasing need for new nurses. Currently, the part-time program has been discontinued, but the number of new full-time students admitted each quarter remains at 40.

In Spring of 2013, Liberty Hall was opened as the new home for the Health Sciences and Public Safety Division, including the Nursing Program. This new building has state of the art technology in classrooms, labs and simulation. It is spacious and light and also conforms to LEED (Leadership in Energy and Environmental Design) energy standards.

Throughout its history, EvCC’s Nursing Program has been recognized by employers, nurses, and other schools for its excellence. As part of an on-going self-evaluation, the program continues to seek and receive approval from the Washington State Nursing Care Quality Assurance Commission and accreditation from the Accreditation Commission for Education in Nursing, formerly the National League for Nursing Accreditation Commission.
MISSION STATEMENT

The mission of the Department of Nursing at Everett Community College is to prepare nurses to:

- Practice collaboratively with members of the health care team as providers of care, communicators, advocates and teachers.
- Assist clients to assume increasing responsibility for defining and maintaining health or moving toward a dignified death.
- Interact collaboratively with individuals across the lifespan experiencing commonly occurring health alterations.
- Demonstrate flexibility while practicing in a variety of health care settings.

PHILOSOPHY

The nursing program operates within the framework of Everett Community College mission and objectives. As an integral part of the college, the faculty of the Department of Nursing assume responsibility for the encouragement and facilitation of life-long learning through education for the diverse people of the community.

Learning is active, continuous, and evidenced by changes in behavior. It is an interactive process between students and faculty, where both share the responsibility for creating an educational climate. Individuals are valued for the unique contribution they bring to the learning situation. Students are capable of self-direction and accountable for their own performance. Critical thinking is essential as a tool of inquiry and as such is a valuable resource in life. Faculty endeavor to model the personal and professional characteristics they seek to develop in the student.

Human beings are unique and dynamic, functioning in an integrated way to meet perceived needs. People interact within the framework of family, community, culture, growing and developing as individuals within ever changing social systems that influence their values and patterns of behavior. Health is a state of being that people define in relation to their own values. Health is based on internal and external variables: genetic, developmental, environmental, social, cultural, economic, psychological, intellectual and spiritual.

Nursing is a dynamic, interactive process wherein each individual is viewed holistically. A central theme of nursing is caring. Respect for the right of the individual to make personal health choices is implicit. Nursing includes purposeful interventions based on specialized skills drawn from theories and knowledge from various disciplines.

We believe that there are commonalties upon which all nursing education is based. Scientific knowledge, technological, and societal changes continually affect nursing practice and therefore, nursing education is oriented to the future. Nursing education emphasizes professionalism, the continual personal and professional development of the nurse, and the evolution of a nurse self-concept.

Articulation between levels of nursing is provided throughout the curriculum. Nurses are prepared to practice at levels which are differentiated by the complexity and breadth of the affective, cognitive and psychomotor skills. Practical and Associate Degree nursing graduates are nursing generalists. These nurses practice collaboratively with members of the health care team as providers of care, communicators, advocates and teachers. The nurse is accountable to the consumer for the care administered.
Practical nurses provide standardized care under the direct supervision of the registered nurse and/or other health care practitioners. As members of the health care system, they seek out and take advantage of opportunities for their own continuing education.

Associate Degree nurses, while concerned with standardized care, individualize and manage care for groups of clients making practice decisions using a broad and complex base of knowledge and skills. Each nurse bears the responsibility to strengthen nursing practice through self-development and the use of resources for continued learning.

FOUNDATIONS OF THE NURSING PROGRAM

The foundations of the nursing curriculum provide the structure for determining inclusiveness and direction for the program, and include conceptual themes and threads of the curriculum.

**Conceptual Themes**

Conceptual themes provide the broad foundation upon which the nursing courses are built. They represent the faculty’s vision of nursing and our approach towards nursing practice. These ideas represent faculty values and an assumption that nurses who are prepared in this program will integrate these “themes” into their future practice.

*Human diversity* is an awareness of sensitivity to any human’s unique cultural and/or societal beliefs and practices. Concern for diversity is expressed by caring for clients in a way that matches the clients’ perceptions of health.

*Patient Centered Care* is a commitment, by the nurse, to listen, inform, respect, and be involved with each individual in making decisions regarding their care. Therefore, nurses must consider the patient’s cultural traditions, personal preferences, values, familial situations, social circumstances, and lifestyle in aiding the patient to make decisions. Patient-centered care assists the patient to assume increasing responsibility for defining and maintaining health or moving toward a dignified death.

*Professionalism* is the internalization of beliefs, values, and learning which results in an obligation to continual self-evaluation and strengthening of knowledge, values, and skills. At the core of professionalism is self-concept which involves the consideration of the effects of the nurse’s psychological, intellectual, physical, and cultural self upon others. Important qualities of a nurse are commitment, accountability, integrity, and the ability to exercise discretion in making judgments regarding nursing practice.

*Health* is a condition of the life cycle that is dynamic, adaptive, and responsive to both internal and external stimuli, and is influenced by the behaviors of a person.

*Wellness* is a personal philosophy reflected by a lifestyle dedicated to progression toward a higher level of functioning and living to a fuller potential. Wellness is more than the absence of illness. It is an appreciation of and commitment to health.

*Environment* is a concept encompassing all that comes into awareness between individuals in any personal interaction. Biological, social, psychological, cultural, and spiritual variables form each individual’s unique awareness. Each participant defines the environment by providing context, meaning, and pattern to each interaction.

*Caring* is a necessary and basic condition of life. Professional caring is an interaction between a giver and a recipient directed toward maximizing positive health outcomes and assisting individuals to attain the highest level of wellness they desire. The expressions of caring are:

- a feeling of compassion
- an attitude of concern
- a philosophy of commitment
- an ethical disposition in the situation
- acts of doing for another
• conscious attention to the monitoring, surveillance, and protection of well-being
• nurturance of growth and adaptation
• the courage of entering into the experience of another and being fully present
• advocacy on behalf of another

Caring is essential because it contributes to the perception of a safe environment. Caring is the integrative force that organizes and binds together all the resources of the nurse.

**Holism** is a view of each person as a unique and complex human being comprised of psychological, physiological, sociocultural, and spiritual components. Nurses consider the whole person in the context of the total environment.

**Threads**

Threads within the nursing courses represent the ambient factors that weave in and out of the program of studies producing the final tapestry of nursing knowledge and skills. They are continuous elements which are developed in an evolving way throughout the various courses. In each quarter the threads will be studied in either a distinct way or with gradually increasing complexity.

**Critical thinking** is disciplined, purposeful thinking in which one systematically and habitually imposes criteria such as relevance, accuracy, clarity, depth and breadth upon thinking. The learner develops traits such as integrity, humility, and open-mindedness, routinely asking him or herself questions about the thinking process. Critical thinking will yield a well-reasoned answer that acknowledges social and moral implications and will seek and identify strengths and limitations to one's own position.

**Communication** is the verbal and non-verbal interchange of ideas, feelings, thoughts, and knowledge between individuals. Communication includes such methods as talking and listening; writing and reading; or expressive forms such as touch and other body movement. Thus, communication includes all the modalities by which one individual affects another. Communication shapes relationships between nurses and clients; nurses and support persons; and nurses and colleagues. Communication between the nurse and client is considered therapeutic communication when interactions are directed toward the greater well-being of the client.

**Nursing process** is a continuous systematic problem-solving process by which nurses and clients determine the need for nursing care; plan and implement the care; and evaluate the results. In each step of the process, the nurse and client work together as partners, with the client's health state and resources influencing the client's level of participation. The nursing process enables the nurse to facilitate each client's care scientifically, holistically, and creatively.

**Evidence based practice** is the methods used by the nurse to bring the client to a maximum level of wellness. Evidence-based practice involves the utilization of research findings to guide the selection and implementation of therapeutic strategies designed to bring the individual to a state of optimal health. These strategies involve the application of pharmacology, nutritional guidance, technical, and therapeutic communication skills.

**Professional Role development** is an ongoing process of acquiring the knowledge, skills, attitudes, and beliefs inherent in nursing practice. At the core of professional development is the nursing self-concept that considers the nurse's psychological, intellectual, physical, and cultural self upon others. Important qualities of the nurse are:
• an ethical disposition
• a commitment to practice competently and safely
• Integrity in relationships with others
• Collaboration with others in the health care environment
• Functioning within the legal boundaries of the role
• Adapting to change within the healthcare system (Kind of assumes our flexibility mission statement)

**Health alterations** are deviations from a health state that distort normal life processes and disrupt homeostasis. Alterations in human functioning, in an individual, may be affected by the environment, genetic constitution, age, sex, ethnic background, socioeconomic status, and/or lifestyle. The study of health alterations includes the elements of pathophysiology or psychopathology such as etiology, pathogenesis, clinical manifestations, and implications for treatment.

**CHARACTERISTICS OF THE GRADUATE AND PROGRAM OUTCOMES**

Upon completion of the Nursing Program at Everett Community College, the graduate will:

1. Participate with the client, family, significant others, and members of the health care team to:

   • Assess the client’s physiological, psychological, sociocultural, and developmental functioning  
   • Establish goals directed toward preventing illness and promoting and restoring optimal health  
   • Explore options for care management of complex client situations.  
   • Evaluate the outcomes of nursing actions to determine goal attainment

   **Outcome:** Six months past graduation, a majority of graduates will be rated by responding employers, as having achieved desired competencies.

2. Demonstrate critical thinking skills in the delivery of holistic care to well and ill clients.

   **Outcome:** Ninety percent of the graduates will achieve ninetieth percent or greater on the ATI Critical Thinking Test

   **Outcome:** Graduate Nursing Portfolios will provide evidence of growth in meeting critical thinking criteria throughout the program of study.

3. Employ effective communication with clients, families, and other professionals within the context of the environment.

   **Outcome:** Graduate Nursing Portfolio inclusions will provide evidence of growth in meeting specific therapeutic communication criteria throughout the program of learning.

4. Demonstrate behaviors consistent with the ethical and legal framework of nursing.

   **Outcome:** Six months past graduation, a majority of graduates will be rated by responding employers as having achieved desired competencies.

   **Outcome:** Graduate Nursing Portfolios will provide evidence of growth in meeting behaviors consistent with the ethical and legal framework of nursing.
5. Utilize multiple resources to create an environment that promotes the client’s self-esteem, dignity, safety, and comfort.

*Outcome:* Six months past graduation, a majority of graduates will be rated by responding employers, as having achieved desired competencies.

*Outcome:* Graduate Nursing Portfolios will provide evidence of growth in creating an environment that promotes client’s self-esteem, dignity, safety, and comfort.

6. Utilize a scientific knowledge base regarding alterations in health to guide actions, which promote and maintain the client’s optimum health.

*Outcome:* Six months past graduation, a majority of the graduates will be rated by responding employers, as having achieved desired competencies

*Outcome:* Graduates of the program will achieve an overall yearly NCLEX pass rate of 90% or better.

7. Demonstrate commitment, accountability, integrity, and discretionary judgment in their nursing practice.

*Outcome:* Six months and two years past graduation, a majority of the graduates will be rated by responding employers, as having achieved desired competencies.

8. Recognize their role in shaping health care delivery

*Outcome:* Upon graduation, a majority of graduates will indicate a desire to enroll in higher education within five years of graduation.

*Outcome:* Upon graduation, a majority of the graduates will indicate that they value higher education

*Outcome:* A majority of the responding graduates will indicate a willingness to participate in their facility’s governance.

9. Formulate a plan for attaining professional goals and beginning the role transition process.

*Outcome:* Seventy-five percent of the students will achieve an exit point within two years of entry into the Nursing program

*Outcome:* Six months past graduation a majority of the responding graduates will secure job placements.

*Outcome:* Six months and two years past graduation, a majority of responding graduates will indicate participation in a minimum of two of the seven indicators of professional growth:

- Subscription to Nursing Journals
- Continuing Education
- Internet Exploration related to Nursing
- Professional Committee Involvement Professional Organization Involvement.
- Facility Governance
- Pursuing Higher Education

Revised 2007, Confirmed 2013
STUDENT RIGHTS AND RESPONSIBILITIES

The Students Rights and Responsibilities Policies can be found in the Everett Community College Student Handbook and in the Washington Administrative Code, chapter 132E-120 WAC.

NURSING STUDENT INFORMATION

The Nursing Faculty is available by appointment or at drop-in advising sessions to assist you with questions related to the general education and nursing courses. The quarterly schedule for drop-in advising can be found on the Nursing Program website. If you have a personal concern or problem, your nursing instructor can guide you to the proper department, or you may contact the EvCC Counseling Center at 425-388-9263 for a confidential conference. The Counseling Center is located in the Parks Building.

Program General Education Course Requirements

Information about general education courses required before and during the Nursing Courses is found in the Nursing Curriculum Guide.

Student Services

The College offers a variety of services for students. A detailed explanation of the assistance available to you is found in the Everett Community College Student Handbook.

Course Registration

Students must obtain an entry code to register for every nursing class. Students receive an entry code from the Health Professions Service Center (HPSC) personnel after demonstrating completion/updating of the Clinical Passport to current standards.

College policy requires that students be registered by the first class day. Under no circumstances may students attend a campus or clinical lab or a community clinical placement until registration, course fees, malpractice and indemnity insurance are paid in full. Since some campus labs and clinical sessions occur on the first day of class, students are responsible for remaining abreast of this situation and for understanding the implications of not being registered, and thus being denied entry into a course. Waiting until the last minute to make sure you are compliant with the Clinical Passport can lead to not having time to complete necessary tests or immunizations and have serious consequences for your progress in nursing courses and the Nursing Program.

Insurance and Health Care Requirements

Everett Community College does not provide emergency care/hospitalization/health insurance for students. Students are required to purchase a plan that covers at least accident/emergency care. Any accident occurring in the clinical area must be reported to the instructor immediately. Emergency first aid treatment may be given by the clinical facility and will be charged to the student. Students should report to their own physician if needed. Some of our clinical partners require that students have a comprehensive plan, and students will either have to meet this requirement or sign a waiver with the facility.
Neither the clinical facility nor Everett Community College is responsible for the cost of medical care for injury or illness occurring as a result of classroom lab or clinical activity. Instead, students are entirely responsible for their own medical expenses.

All nursing students must be up to date with Complio requirements form prior to receiving an entry code and registering for the desired nursing course. All immunizations, screenings and appropriate documentation must be present before the student is allowed to register for a nursing course.

The following are required to be current, completed, documented on the Clinical Passport form, and be accompanied by evidence of actual titer or immunization:

- annual Tuberculin Skin Test (TST), after initial 2-step TST (if positive, 1 chest x-ray and annual signed statements that the student has no symptoms of the disease)
- Tdap within the last 10 years
- two immunizations or positive titer for mumps
- two immunizations or positive titer for measles
- two immunizations or positive titer for rubella
- two immunizations or positive titer for varicella
- complete hepatitis B series plus positive titer
- annual immunization for influenza with most recent version of vaccine
- current American Heart Association BLS (Basic Life Support) training for Health Care Providers
- health insurance card – to be updated every three months

Registration entry codes will not be issued for students whose updates are not current and/or do not show meet compliance.

It will not be possible for the student to gain access to the clinical facilities without completion of all immunizations and screening tests, i.e., full and complete immunization compliance. Thus, students who fail to update their immunization or screening tests or choose to sign a Declination Statement may be unable to participate in clinical experiences and thus will not be able to be successful in nursing courses or to progress in the Nursing Program.

**Criminal Background Checks**

Each nursing candidate is required to complete a background check through an internet service prior to entry and again prior to Nursing 210 (4th quarter in the program). You will be given information on how to access the service and what types of checks are required. In some situations, the Nursing Program may request separate background checks on individual students. Clinical agencies may also conduct Washington State Background checks to meet their own individual standards.

If a criminal background check shows a less than satisfactory result, clinical agencies are likely to refuse to allow the student to participate in the care of clients. While participation in class activities will not be limited, the inability to participate in clinical settings will prevent the student from successfully completing nursing courses and thereby prevent progress in the Nursing Program.

Questions about your criminal background will also be asked by the Washington State Nursing Commission on your application for licensure. If you have concerns about your past record, you should check with the Nursing Commission to find out whether you will be eligible for licensure.

**Student Records**
It is the responsibility of the student to provide written notification to the instructor, the Health Professions Service Center office (HPSC), and the college Registrar of any change in address, telephone number, or e-mail address. Having your correct information enables us to provide you with important information and to contact you if the need arises.

It is the responsibility of the student to provide updated immunization, insurance, and CPR evidence to the HPSC or online via a designated website as required by the Clinical Passport without further notification from the Nursing Department. Failure to provide updates and/or to complete immunization and screening requirements will result in the student not being allowed to enroll in nursing courses or attend clinical experiences.

It is the responsibility of the student to provide official transcripts for documentation of past coursework at other schools in order to receive transfer credit and meet course and program requirements. Failure to provide such records can result in the student not being allowed to progress in the program or complete the program.

**Learning Resources**

The EvCC Library holdings include numerous professional journals and texts as well as on-line computer search capabilities. The library also has resource personnel and faculty to assist you in locating the necessary materials for your studies. A tour and orientation to the library is scheduled for you in the early weeks of your first quarter of nursing.

Nursing students are given an EvCC email address and access to the Canvas eLearning program on the campus network. Faculty utilize these tools to communicate with students regarding course expectations, assignments, calendar changes and grades. It is the student’s responsibility to monitor their EvCC email and to maintain regular access to Canvas.

Students may also utilize the library of Providence Regional Medical Center -Everett (PRMCE). The following policy guides student use of the PRMCE Library.

**Policy Regarding Student Use of the PRMCE Library**

1. EvCC students are allowed to use the PRMCE Library while they are enrolled in the EvCC Nursing Program, provided they adhere to PRMCE Library Use policy.
2. Students will show evidence of their EvCC Nursing School enrollment (EvCC Nursing Student Name Pin) and demonstrate appropriate professional attire when using the PRMCE Library.
3. Students are allowed access to PRMCE Library materials which are physically contained in the PRMCE Library.
4. Students are not allowed to check materials out of the PRMCE Library.
5. Students may copy PRMCE Library materials at their own expense using the copy machine in the library.
6. Students may use PRMCE Library computers for accessing the Internet and to perform searches for the sole purpose of gaining knowledge related to their education.

**Financial Aid**
The term ‘financial aid’ means any monetary resources that will help pay for the costs of attending college. Federal grants, part-time employment on campus, loans, state tuition waivers, and scholarships are included in financial aid. Assistance may be from one or a combination of several programs. A detailed description of aid programs is available to students at the Financial Aid Office in the Parks Building.

Students enrolled in the Nursing Program submit the same financial aid application papers as the general student body. If you need financial aid, we urge you to seek assistance as early as possible. Applications for financial aid for the following year are done in January and February for a March deadline. Students must re-apply each year for financial aid for the following year. Periodically, special scholarships become available to nursing students. These are posted on the bulletin boards in Liberty Hall.

Students receiving financial aid are responsible for all tuition, fees and program fees. Since not all financial aid completely covers all student expenses, students may find that some program costs will continue to be the student’s responsibility. Failure to learn about these remaining costs and to pay them in a timely fashion will result in the student being dropped from the course and program.

**Essential Qualifications for Nursing Students**

The Nursing Program has a responsibility to maintain high professional standards. Everett Community College Department of Nursing educates the graduate of our program to apply for RN licensure in the State of Washington¹ and to competently practice nursing in all health care settings.

The education of a nurse requires assimilation of knowledge, acquisition of skills and development of judgment through client care experiences in preparation for independent practice, semi-autonomous practice, and/or making appropriate decisions required in practice. The practice of nursing emphasizes collaboration among physicians, nurses, allied health care professionals and the client.

The curriculum leading to the Associate of Arts and Sciences Degree (AAS) in Nursing from Everett Community College requires students to engage in diverse, complex experiences essential to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the AAS degree, these functions are necessary to ensure the health and safety of clients, fellow students, faculty, and other healthcare providers.

The essential abilities necessary to acquire and demonstrate competence in a discipline as complex as nursing are required for successful admission and continuance in the Everett Community College Nursing Program. They include, but are not limited to, the following abilities:

**Motor Skills**

Students should have sufficient motor function so that they are able to execute movements required to provide general care and treatment to clients in all health care settings. Such motor function includes but is not limited to physical dexterity and full range of motion to master technical and procedural aspects of client care and adequate physical stamina and energy to carry out taxing duties over long hours. (For example: For the safety and protection of the clients, the candidate must be able to perform basic life support, including CPR, and function in an emergency situation, to safely assist a client in moving, for example, from a bed to a chair, or from a wheelchair to a commode.)

¹ Successful completion of the program, however, does not guarantee eligibility to take the NCLEX licensing examination or the ability to become licensed to practice nursing. Candidates with concerns or questions about specific health conditions, personal histories or disabilities should contact the Washington State Nursing Commission (800-525-0127)
Sensory/Observation
A student must be able to acquire the information presented through demonstrations and experiences in the basic and nursing sciences, gathering information with all senses, especially sight, hearing, smell, and touch. He/she must be able to observe a client accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing nursing assessment and intervention. The student must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in various organs and tissues, and auditory information. (For example: client voice, heart tones, bowel and lung sounds.)

Communication
The student must communicate effectively and sensitively with other students, faculty, staff, clients, family, and other professionals, recognizing, acknowledging, and responding to emotions, and exhibiting awareness of social and cultural differences. He/she must express his/her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. A student must be able to: gather information appropriately; listen effectively, convey and exchange information; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. The student must be able to communicate effectively in oral and written forms in English. The student must be able to process and communicate information on the client's status with accuracy in a timely manner to members of the health care team. The appropriate communication may also rely on a student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

Cognitive
A student must be able to measure, calculate, reason, analyze, integrate, and synthesize in the context of nursing study. The student must be able to quickly read and comprehend extensive written material. He/she must be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting, be comfortable with uncertainty and ambiguity in clinical situations, and seek the assistance of others when appropriate.

Behavioral, Emotional
A student must possess the emotional health required for the full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of clients and families. In addition, he/she must be able to maintain mature, sensitive, and effective relationships with clients, peers, faculty, staff and other professionals under all circumstances including highly stressful situations. The student must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The student must understand that his/her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The student must be able and willing to examine and change his/her behavior when it interferes with productive individual or team relationships. The student must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

Professional Conduct
Students must possess the ability to reason morally and to practice nursing in an ethical manner. Students must be willing to learn and to abide by professional standards of practice. He/she must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance. Students must be able to engage in client care delivery in all settings and be able to deliver care to all client populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised clients, and vulnerable adults.
Reasonable Accommodation for Disabilities

Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations. This is done through the Center for Disability Services, located in the Parks building. The Department of Nursing will provide reasonable accommodations, but is not required to make modifications that would alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to Everett Community College and its clinical sites. To continue in the program, the candidate must be able to perform all essential functions either with or without accommodation.

Ethics Policy

It is the expectation of the Nursing Faculty that Nursing Students subscribe to and demonstrate behavior that is consistent with the American Nurses Association Code of Ethics.

The American Nurses Association (ANA) Code is based upon beliefs about the nature of individuals, nursing, health and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities, and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the Code and their interpretation provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

It is a requirement of the EvCC Nursing Program that all students read, understand, and demonstrate compliance with the Code of Ethics presented below. Failure to comply with this statement will result in academic action.

Code of Ethics

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes 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 integrity of the profession, and integrate principles of social justice into nursing and health policy.
American Nurses Association Standards of Professional Nursing Practice

Standard 1. Assessment: The registered nurse collects comprehensive data pertinent to the healthcare consumer's health or the situation.

Standard 2. Diagnosis: The registered nurse analyzes the assessment data to determine the diagnoses or issues.

Standard 3. Outcome Identification: The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning: The registered nurse develops a plan of care that prescribes strategies and interventions to attain expected outcomes.

Standard 5. Implementation: The nurse implements the interventions identified in the plan.

Standard 5A: Coordination of Care

Standard 5B: Health Teaching and Health Promotion

Standard 5C: Consultation (Graduate Prepared Specialty or Advanced Practice Nurse)

Standard 5D: Prescriptive Authority and Treatment (Advanced Practice Nurse)


ANA Standards of Professional Performance


Standard 8. Education: The registered nurse attains knowledge and competence that reflects current nursing practice.

Standard 9. Evidence-Based Practice and Research: The registered nurse integrates evidence and research findings into practice.

Standard 10. Quality of Practice: The registered nurse contributes to quality nursing practice.

Standard 11. Communication: The registered nurse communicates effectively in a variety of formats in all areas of practice.

Standard 12. Leadership: The registered nurse demonstrates leadership in the professional practice setting and the profession.
Standard 13. Collaboration: The registered nurse collaborates with the healthcare consumer, family and others in the conduct of nursing practice.

Standard 14. Professional Practice Evaluation: The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.

Standard 15. Resource Utilization: The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective and financially responsible.


Source: American Nurses Association (ANA) Scope and Standards of Nursing Practice, 2010

Confidentiality

Students are involved with the personal care of clients in many facilities and as such must zealously guard the client's right to privacy and confidentiality. It is a requirement of the EvCC Nursing Program that all students read, understand, and demonstrate compliance with the 'Confidentiality Statement' presented below. Failure to comply with this statement will result in academic action.

Confidentiality Statement

I understand that, as a student in the nursing program of Everett Community College, I will encounter sensitive and private information concerning patients, families, physicians, employees and volunteers, peers and faculty, and I understand that this information is not to be disclosed to anyone without proper authorization and 'need to know'. Further I understand that such information is not, under any circumstances, to be duplicated.

I understand that the following information is included in an individual's right to privacy:

- Presence in any health care facility
- Reason for admission / Patient’s medical record
- Computer generated patient information, for example, medication or laboratory records, telemetry recordings
- Patient’s Nursing Care Plan/Case Management Plan/Care Pathway
- Reports and notes that contain patient information
- Financial information, i.e., source of payment
- Discussion or consultation of patient information

I understand that as a nursing student I may come into contact with information concerning other health care colleagues, employees, volunteers and other nursing students, and that this information is not to be disclosed to anyone without proper authorization.

I understand that as a nursing student I may be assigned computer/medication passwords, building and room access codes and I agree not to disclose these to any other person, or permit another person to use them.

I understand that as a nursing student I may be given an identification badge, and I agree to relinquish this badge at the end of each quarter, or as required. I also agree not to share my badge or use it in any manner other than that which is necessary as an Everett Community College nursing student.
I understand that as a nursing student I may be given access to a clinical facility, and I agree to utilize this access only when I am scheduled or when given permission for access.

I understand that as a nursing student I am not allowed to access any client information for which I have no legitimate “need to know”.

I understand that as a nursing student I am not allowed to electronically copy or electronically transmit any client information, except as allowed within the confines of Canvas and as directed by my course instructor.

I understand that any violation of any portion of this confidentiality statement will result in academic action which may, at the discretion of the Nursing Faculty, lead to immediate and final termination from the program of nursing at Everett Community College.

**HIPAA Information**

**Overview:**
In 1996, the Health Insurance Portability and Accountability Act commonly known as HIPAA became law. While the primary goal of the new law was to ensure that Americans could continue to receive health insurance when changing jobs (or similar events) which might require them to change insurance companies or policies, HIPAA also included a provision called Administrative Simplification which concerns the management of health information. This provision required the Department of Health and Human Services to develop a series of rules to regulate healthcare organizations that create, store, or transmit health care data. Standards in the following areas were formed:
- Electronic Data Interchange
- Privacy
- Security

**Privacy Standards:**
The HIPPA Privacy Standards apply to every person working in a health care agency including nurses. Violations of these standards are punishable by fines and/or imprisonment. Substantial fines can be imposed on individuals even for unintentional violations of patient privacy. Thus it is important that you, as a nursing student, understand your responsibilities related to patient privacy and protected health information.

The Privacy Standards govern the use and disclosure of Protected Health Information. Protected Health Information (PHI) includes any information about a patient including their name and the fact that he/she is a patient. It also includes any information about a patient’s health, treatment, and payment/insurance options.

**Notice of Privacy Practices:**
New federal laws created under HIPPA require us to provide a Notice of Privacy Practices (Notice) to every patient at his/her first encounter with a health care provider/clinic. Only indirect treatment relationship encounters (i.e. lab, radiology) are exempt from this requirement. The Notice describes how the individual’s PHI will be used and the conditions under which it may be disclosed. It also explains how a patient can complain if he/she thinks that his/her privacy has been violated. It is required that the patient acknowledge in writing that he/she has received the Notice. (Most patients receive the Notice during the registration process.)
**Directory Information:**
HIPAA requires that every patient be given the opportunity to agree to or object to the use and disclosure of his/her PHI in the facility directory. A facility directory is a listing of patients that are physically present in the facility and may include their location in the facility and a one word general description of their condition, such as “good”, “serious”, or “critical”.

The fact that a person is a patient in a facility is federally protected health information. Such information can be disclosed only if the patient agrees to the disclosure. If the patient does not wish to be included in a facility directory or “opts-out”, he/she will be a “privacy patient” and his/her presence in the facility cannot be acknowledged. Such patients will not be able to have mail or flowers delivered to them, and their presence in the facility will not be confirmed for anyone whether family, friends, or strangers.

**Information for Family and Friends:**
The federal privacy standards allow health care providers to disclose PHI to a patient’s immediate family or a close personal friend as long as the information is directly relevant to the person’s involvement in the patient’s care or involves payment for that care. Under Washington State law those disclosures must be verbal. If the patient is available and competent prior to a disclosure we are required to give him/her the opportunity to agree or object to the disclosure, unless you can infer from the circumstances that the patient does not object. Some facilities are choosing to provide patients with a Personal Information Number, which, if given to a family member or close personal friend, allows that person to receive PHI about the patient.

**Accounting of Disclosures:**
Health Care Providers are required to provide patients with an accounting of disclosures of the PHI at the patient’s request. The accounting does not have to include disclosures for treatment, payment, or disclosures to the patient or their family and friends. Examples of such disclosures are those made to the Department of Health, Centers for Disease Control and law enforcement agencies or legally required disclosures. Facilities are required to maintain a record of such disclosures.

**Social Media Guidelines**
Information you choose to post on social networking sites could result in negative consequences for your education, could interrupt your program of study, and could negatively impact your future employment.

If you feel that you must continue to access such sites, the following steps are recommended:

1. Set settings to private or friends only and make sure you only accept requests from people with whom you are well acquainted.
2. Un-tag photos of yourself from other friends’ sites and ask your friends to remove the photos.
3. Avoid expressing personal opinions about issues. Your personal opinion on an issue may not be aligned with that of your future employer.
4. Google yourself periodically. This is your on-line reputation.
5. Remember that anything you post on social network sites may be re-posted, copied or printed.
6. Do Not discuss employers, potential employers, peers, patients, patient’s families, other health care personnel, your supervisor or mentor, your nursing instructor, the workplace, the classroom, the clinical
setting, your nursing clinical, your class day, your opinions about any of the above or any topics related to your nursing practice. Respect everything that surrounds your nursing career and treat it with comprehensive confidentiality.

7. Before posting anything ask yourself if you think there could be ANY concern if your employer, or future employer, your family or friends, a patient or a patient’s family member, a peer, a supervisor or mentor, or your instructor read what you plan to post.

Students whose postings violate HIPAA regulations, or the EvCC Confidentiality Statement, or jeopardize clinical placements will be dismissed from the Nursing Program.

**Policy on Student Substance Abuse/Misuse**

*The purpose of this policy is to protect the welfare of clients, students, instructors, Everett Community College and affiliating agencies.*

All students are expected to perform clinical activities efficiently and safely, without the influence of drugs or alcohol and without impairment from prescription medications.

The following actions/conditions are prohibited:

- Impaired clinical performance due to the use of prescription and/or non-prescription drugs and/or alcohol
- Reporting for a clinical session or a clinical prep session with the odor of alcohol or illegal chemicals on one’s breath
- Possessing any illegal narcotic, hallucinogen, stimulant, sedative, or any other illegal substance during clinical prep or clinical experiences
- Using any intoxicating substances while participating in clinical prep or clinical experiences, on the premises or away from the premises when required to return to the facility
- Removing any drug from a clinical institution for any reason or removing any drug from a patient supply for any reason other than administration to the patient.

Questionable student behavior will be dealt with through the following procedure:

1. If the student’s clinical performance is judged by the clinical instructor to be impaired or adversely affected by a prescribed medication, the student will be sent home and considered ill for make-up purposes.

2. Should an incident or an occasion in clinical occur when the instructor or staff has a reasonable suspicion the student has used or is “under the influence” of drugs or alcohol, the student may choose to submit immediately to a urinalysis/breathalyzer test at a facility approved by Everett Community College. The expense of such testing will be entirely borne by the student. Test results will be made known to the Nursing Program Director. If the student refuses testing, he/she will be immediately dismissed from the program on the grounds of implied admission to substance use/misuse.

3. Any student dismissed from the program for substance use/misuse may apply for re-entry with evidence from a state-certified provider of having completed a drug/alcohol evaluation and proof
of completion and compliance with any treatment recommendations. The student is also required to allow for a release of information so that the Dean of Nursing may exchange information about any concerns or questions which the Nursing Program may have with the evaluator. The standard processes for application for re-entry will be followed. Entry may or may not be granted by the Nursing Admissions Committee.

Handling Body Substances

Caring for clients necessarily involves exposure to body substances. The following policy was developed to guide EvCC Nursing students in knowing how to safeguard themselves as they come into contact with such substances. EvCC Nursing students are required to read, understand, and demonstrate compliance with the —Policy for Handling Body Substances— presented below. Failure to comply with this policy, both in campus and clinical settings, will be viewed as an error of safety and will result in academic action.

Policy for Handling Blood and Body Fluids

1. Students will wear appropriate personal protective equipment when dealing with blood or other body fluids. Students will wash their hands immediately after coming into contact with blood or other body fluids.

2. Students will place all used sharps, glass, needles (clean or contaminated), lancets, and blood specimen tubes into biohazard sharps containers.

3. Students will dispose of sharps immediately upon use.

4. Students will avoid recapping a contaminated needle.

5. Students will call for assistance of an instructor (campus lab) or facilities maintenance personnel (clinical site) upon any spillage of blood or other body fluids. Students will not attempt cleanup of any spillage of blood or other body fluids.

6. Students will immediately notify the instructor regarding all personal injuries that occur during clinical experiences, including possible exposure to blood or other body fluids.

Use of Equipment and Supplies

Students practice skills in the campus lab using expendable and non-expendable equipment and supplies. It is the responsibility of the student to utilize such equipment and supplies in a manner that does not result in damage or injury. The following policy has been established to provide guidelines for student use of equipment and supplies and to delineate responsibility for damage or injury that results from equipment and supply usage.

Policy for Appropriate Use of Equipment and Supplies in the Classroom and Lab Setting
1. Students may use non-expendable equipment and supplies in EvCC labs during designated labs only.

2. Students will be held financially responsible for equipment which requires check-out procedures. Failure to return the equipment in the condition in which it was received will result in the student receiving a grade of Incomplete in the Nursing course in which the student is enrolled, until the equipment cost is reimbursed.

3. Students will be provided with certain expendable supplies in the form of a "lab kit." Such supplies are issued at predetermined points during the educational program and will not be replenished. The cost of such supplies is covered by student lab fees, which are subject to change as supply costs increase.

4. Students may store expendable supplies in the labs, at their own risk, if the lab has sufficient storage space. All supplies must be removed by the student on or by the last day of each quarter. Failure to remove supplies will result in loss of supplies without reimbursement or replenishment.

5. Under no conditions may students remove sharps from the classroom or lab setting.

6. All sharps must be disposed of in proper sharps containers.

7. Any injury that results from use of a sharp must be reported to the instructor or lab assistant immediately and the following procedure followed:
   a. thoroughly wash the injury with soap and water
   b. cover the injury with a bandage
   c. student reports to his/her personal health care provider for injury care and follow-up
   d. follow college reporting procedures as designated by Faculty

Open Lab Procedure

1. Open labs may be utilized at predetermined times as noted on class calendars. Open Labs usually occur sometime between 0800 and 1600 on weekdays.

2. Advanced notice and sign-up is required to ensure room reservation for the lab, equipment needs and/or availability.

3. Students may request an Open Lab set-up by emailing the lab Instructional Techs with the requested day, time and materials at least 24 hours in advance.

4. Labs will remain locked until a student requests the lab to be opened.

5. Students attending the labs are required to leave the lab in order for the next class (including removing any debris, garbage, etc.) and to make sure the door is locked and the lights are turned off before they leave. If the door is not locked, the last student should notify the Instructional Technician so the classroom and equipment/supplies can be secured.

6. Students are not allowed to have children in any Open Lab unless the children are active participants in the required skills being performed by the student (as in 4th quarter) and approved by the faculty.
7. **No invasive procedures**, including but not limited to, injections, IV catheter insertions, or venipunctures shall be performed by any student without instructor supervision.

8. No equipment or EvCC supplies shall be removed from the Open Lab.

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**Equipment Requests**

1. Advanced notice and sign-up is required to ensure that equipment needs can be available and adequate set-up time is available.

2. Students must make equipment requests to the Instructional Technician. The student will note all equipment that they are requesting for skills practice on or off campus.

3. Students are responsible for the return of the equipment in a timely fashion, for use by other students. Students will be given a maximum length of time allowed for use of equipment off campus.

4. Students are responsible for reporting any damage or loss of equipment to the Instructional Technician.

5. Students are responsible for locating the Instructional Technician and returning requested equipment to them. In the event of the Instructional Technician's unavailability (working with a class or lab group), the student may return the equipment to the Health Programs Services Center office staff, **only** if labeled with student's name and phone number.

6. The Instructional Technician will secure the equipment and remaining supplies following their return.

7. Equipment and supplies **NOT AVAILABLE** for student's off campus use are:
   a. Syringes
   b. Hypodermic needles
   c. Venipuncture equipment
   d. IV catheters
   e. NaCl (saline) vials

8. Any equipment with an estimated value of more than $150 is not to be removed from campus, except as designated by the instructor (Pediatric Assessment Kits, Teaching Models). Pulse oximeters and thermometers may not be checked out.

9. No equipment or supplies shall be removed from the Open Lab without Instructional Technician consent and sign out to a student as designated by the Nursing Instructor.

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**Math Competency for Nursing Students**
To provide Nursing Students with continued opportunity to demonstrate their nursing math skills as they progress through the program and to insure that student’s nursing math skills are adequate for their safe practice in the clinical arena, the following Math Competency Policy has been established.

**Math Competency Policy**

1. Nursing students will be formally tested in math competency during the 2nd, 3rd, 4th, 5th, and 6th quarters of the Nursing Program.

2. Math tests will be written tests comprised of free-response questions. Students are allowed to use calculators for such tests.

3. Points from the first taking of the math test will be calculated into the student's theory grade for each quarter.

4. Students will have up to three attempts to pass the math exam, but the first score is what counts towards their grade. A student improvement plan will be initiated after a second failed attempt.

**Assessment Technologies Institute (ATI) Testing Policy**

Nursing Faculty have determined that the purpose of the ATI tests is to assess student learning and skill levels and to provide practice in taking computerized tests in preparation for NCLEX tests.

The completion of ATI tests is a program requirement. Students are required to test at the required level, demonstrate remediation as required (generally a similar test retake), and show evidence of completion via an ATI Student Transcript in order to receive a grade for the course. Continuation into the next quarter may then occur. Note that remediation tests may be taken no more frequently that once every 24 hours and students are required to pass at a minimum of the 90th percentile in order to progress. If remediation is required for the Medical Surgical test, four remediation tests are required to cover the material (Perioperative, Immune, Neurosensory, Renal/Urinary).

**Students who pass the ATI tests at a minimum of Level 2 proficiency on the first attempt will be awarded 5 points per test. These points will be added to the FINAL TOTAL POINTS for the course to achieve the final course grade.**

The following tests are required:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Test Name</th>
<th>Passing Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon acceptance into Nursing Program</td>
<td>Critical Thinking Entrance</td>
<td>No minimum; no points</td>
</tr>
<tr>
<td>2nd quarter:</td>
<td>Fundamentals</td>
<td>Level 2 proficiency</td>
</tr>
<tr>
<td>3rd quarter:</td>
<td>(no tests this quarter)</td>
<td>N/A</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Proficiency</td>
</tr>
<tr>
<td>---------</td>
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<td>-------------</td>
</tr>
<tr>
<td>4th</td>
<td>Maternal/Newborn Pediatrics</td>
<td>Level 2 proficiency for each</td>
</tr>
<tr>
<td>5th</td>
<td>Mental Health Medical Surgical</td>
<td>Level 2 proficiency for each</td>
</tr>
<tr>
<td>6th</td>
<td>Critical Thinking Exit Pharmacology NCLEX Comprehensive</td>
<td>No minimum or remediation for CT; Level 2 proficiency for Pharm and NCLEX</td>
</tr>
</tbody>
</table>

**Clinical Attire and Dress Code**

**Uniform**
The EvCC uniform consists of a designated navy blue top and pants. An identifying patch is to be worn on the left upper arm of the navy top.

**Name Pin**
Your name is required on the name pin. You may use just your first name if you choose. Students will be provided a name pin coupon to order their name pin from: Everett Stamp Works, 2933 Wetmore Avenue, Everett, WA 98201, phone 425-258-6747. Name pins must be purchased with the Everett Community College logo and must have black lettering which includes your name and the designation “Everett Community College Nursing Student”. Some facilities require a picture name badge, which is offered to the student at no charge. All students must wear either the name pin or badge when in the clinical area, as required by the facility.

**Appropriate Attire**
Clinical facilities expect students to wear uniforms when they are on the premises preparing for the next day's assignment, and will require a student who is wearing inappropriate clothes or does not have a name pin or badge to leave the facility.

**Personal Hygiene**
All students are expected to be well groomed and non-offensive to others. Obvious, detectable odors (perfume, smoke, body odor) are not acceptable. Gum chewing is also not allowed. Students who offend in this manner will be asked to leave clinical. Makeup is to be used with discretion while in uniform.

**Hair and Beards**
All hair and facial hair should be neat and clean. Longer hair should be put up or pulled back from the face. If clean shaven, the male student is expected to shave daily. If a beard is worn, it should be well trimmed. The same criteria apply to sideburns and mustaches.

**Jewelry**
No jewelry except watch, engagement/wedding rings and two sets of small post earrings may be worn. Facial, oral, and obvious body piercings are not allowed in the clinical arena as determined by agency policy.

**Fingernails**
Nails must be kept short and clean. Only clear nail polish may be worn. Artificial nails are prohibited.

**Shoes**
Footwear should be conservative white or black shoes that have closed heels and toes and can be easily cleaned. Canvas shoes, flip flops, and sandals are not acceptable.

Specific Facility Dress Requirements
Students are required to follow the specific dress requirements of the facilities during their clinical experiences in those facilities, if more restrictive that those of EvCC Nursing Program. These requirements will be communicated at the time of facility orientation.

Other Uniform Requirements
It is never acceptable to wear your uniform and name tag when you are in a public social environment. In such cases, you might change your uniform top or cover it with a closed coat, and remove your name tag. You may not wear your student uniform when working for reimbursement as a CNA, Nursing Technician, or any other employment, or while volunteering, unless that work is connected with the EvCC Nursing Program.

Student Employment
Students can work in various settings in health care, but are cautioned regarding not allowing the number of hours worked to interfere with study time. Class and clinical schedules are not altered for work hours.

Nursing Technician
Nurse Technician is a role defined in the Washington State WACs and RCWs, which can be found at: http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/NurseTechnician

EvCC Nursing Students may be employed as Nurse Technicians during their tenure as nursing students, particularly in the summer. Getting approval for this role requires collaboration between the nursing program and the employing facility. Both long term and acute care facilities may employ Nurse Technicians to perform patient care up to the level of their education with some exceptions, as determined by Washington State law.

Information Related to the Nursing Program

No doubt you will have many questions while you are in the Nursing Program. It is important that you receive the correct information. "word of mouth" and “grapevine” communications often cause unnecessary concern.

Students may work during the program. However, it is highly recommended that you do not work full time. It is extremely difficult for students to work full-time and successfully complete the program. Faculty recommend that a student reconsider working commitments if employment is interfering with meeting the objectives of the nursing program. The student uniform may not be worn while students are working for reimbursement.

When working for reimbursement, students should follow the uniform policy for auxiliary personnel of the facility in which they are employed. It is important that you do not perform duties or functions beyond your level of certification/education (scope of practice). It is advisable that you check with the agency to insure that you are covered by their liability insurance. When you work for pay, the school liability insurance is not in effect.
A primary source of information about a course is the course syllabus. Syllabi are available in electronic form on Canvas. Any additional questions about the course you are taking can be obtained from the clinical instructor or core faculty for the course.

**Children and Pets**

Care arrangements must be made for children and pets. They may not be brought to classes, conferences, clinicals of any type, campus labs, or counseling sessions, with the exception of specific arrangements with faculty for child assessment labs in NURS 210. Students are responsible for making alternative arrangements for care for ill children and for children who have a day off from their school. For more information see EvCC policy on Children on Campus.

**STUDENT PROGRESSION**

Nursing is a service-oriented, inherently stressful profession with a high degree of responsibility to the health care consumer. In light of these facts, the course of study in the Nursing Program is demanding and the standards of performance are high. Students may find this environment to be quite stressful. Successful completion of the Nursing Program depends not only on sound study habits, but also on the ability to do complex problem solving and priority setting in difficult situations. The professional nature of nursing, coupled with the responsibility for public safety shared by the college and the students in the program, has led to the following policy on attendance and make-up experiences.

**Attendance and Make-up Experiences**

Attendance policies for the theory portion of nursing classes may vary from course to course. Individual instructors will communicate expectations to the students in class and through each course syllabus. However, clinical experience is an integral part of the nursing curriculum and provides an opportunity for the student to integrate nursing theory into practice. Evaluation is based on observation of clinical performance and attendance. Thus, attendance is required at all clinical sessions (campus or off-campus) to receive a satisfactory clinical grade. Specific instructions concerning absenteeism will be discussed by course instructors each quarter.

Providing opportunity for makeup of missed clinical experiences is at the discretion of the course faculty and depends on the amount of time missed and the ability of the student to meet course objectives. Makeups may be deferred at the discretion of faculty if the student is in good academic standing.

If make-up experiences are required, scheduling will depend on clinical placement and instructor availability. Such makeups may not be able to be completed within the timeframe prior to the next quarter, delaying the student’s progression in the program such that it becomes interrupted by a quarter or longer. Any such makeup could incur additional added expense which will be the responsibility of the student.

**Grading Information**

**Grading Policy**

1. Students in the Nursing Program at Everett Community College receive letter grades for all Nursing Courses. Grade criteria are specified in individual course materials.

2. Grading is based upon instructor evaluation of any or all of the following elements:
• Written assignments
• Class participation
• Group presentations
• Exams
• Lab performance
• Clinical performance
• Attendance

3. Assignments not completed within the required time frame will not be accepted for credit. Such assignments may be required to be completed, at the discretion of the instructor, in order to receive a passing grade for the course.

4. There are no opportunities for redoing an assignment for an improved grade. In some situations an instructor may require a student to redo an assignment when it is unsatisfactory, for no change in grade.

5. There are no individual opportunities for extra credit in the Nursing Program.

6. Students who do not take exams at the scheduled time may, at the discretion of the instructor, be held to a 100% grading standard.

7. A grade of “C” (80%) is required to pass each Nursing Course. In addition a grade of “C” (80%) is separately required in both the theory work and the clinical work of each quarter.

8. At the completion of each nursing course, a determination of the course completion is made.
   a. If either the clinical work or the theory work is not satisfactorily completed, the student is judged to have not completed the course. In this situation a grade of “U” will be recorded for the course.

9. After it is determined that a student has satisfactorily completed a nursing course, the course grade is determined as follows:
   a. Theory work grade is determined as a grade point i.e 2.8 or 3.2.
      i  The theory grade is multiplied by the fraction of theory/total course credits i.e 2.8 x 5/13.
   b. Clinical work grade is determined as a grade point i.e. 2.8 or 3.2.
      i  The clinical grade is multiplied by the fraction of theory /total course credits i.e 3.2 x 8/13
   c. The clinical grade and theory grade are added together for a final course grade.

**Grading Scale**

When letter grades are utilized for reporting achievement, the following scale is utilized:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>93-95%</td>
<td>A-</td>
<td>3.70-3.99</td>
</tr>
<tr>
<td>Percentage</td>
<td>Letter</td>
<td>Grade</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>90-92%</td>
<td>B+</td>
<td>3.30-3.69</td>
</tr>
<tr>
<td>87-89%</td>
<td>B</td>
<td>3.00-3.29</td>
</tr>
<tr>
<td>85-86%</td>
<td>B-</td>
<td>2.70-2.99</td>
</tr>
<tr>
<td>82-84%</td>
<td>C+</td>
<td>2.30-2.69</td>
</tr>
<tr>
<td>80-81%</td>
<td>C</td>
<td>2.00-2.29</td>
</tr>
<tr>
<td>78-79%</td>
<td>C-</td>
<td>1.70-1.99</td>
</tr>
<tr>
<td>76-77%</td>
<td>D+</td>
<td>1.30-1.69</td>
</tr>
<tr>
<td>73-75%</td>
<td>D</td>
<td>1.00-1.29</td>
</tr>
<tr>
<td>70-72%</td>
<td>D-</td>
<td>0.70-0.99</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
<td>Below 0.70</td>
</tr>
</tbody>
</table>

**Instructor-Student Conferences**

Periodically, the course instructor(s) and a student may meet to discuss issues of relevance to a student’s success. Such conferences are not open to anyone other than the course instructor(s), the Nursing Student Retention Specialist and the student, even if the student gives permission for or requests such attendance. During such conferences, students receive written and verbal information regarding clinical performance, classroom/lab behavior and performance, and course standing. Documentation of such conferences may be placed in the student’s file. Final evaluations are conducted with every student. Written documentation of such evaluations are given to the student and placed in the student's file.

**Student Improvement Action Plan**

A contract may be written when unsatisfactory performance or behaviors are demonstrated. Such unsatisfactory performance or behaviors must be corrected at the time the contract is discussed with the student and must remain corrected through the remainder of the program. If the student does not meet the terms of the contract, a passing grade will not be given for the course, regardless of other successful work completed for the course.

**Probationary Status**

It is an expectation of the Nursing Faculty that Nursing Students are learners. While progressing through the Nursing Program, students gain information and demonstrate growth in knowledge and skill. During this learning process guidelines for safe and effective behavior are presented and students are held accountable for standards in a manner that matches their expected levels of growth. Such standards include the policies that are available in the Nursing Student Handbook and in course syllabi. While unusual, in such situations where a student fails to meet these expectations, the following probationary status will be implemented:

*Probationary Status:* The student receives oral and written notification that continuation of a prohibited behavior may be cause for receipt of a failing grade, termination from the course, and separation from the Nursing Program.

Examples of behavior which may lead to implementation of a Probationary Status include, but are not limited to, the following:
• Medication errors including errors of commission and omission
• Lateness to a required clinical experience without appropriate notification
• Unpreparedness for a clinical experience
• Demonstration of unprofessional behavior
• Failure to meet the requisite levels of evaluation, failure to progress within a quarter
• Insubordination or disrespect to peers, faculty, staff (facility or college) or administration
• Failure to communicate in a professional, timely, or appropriate manner
• Lack of integrity in matters related to classroom or clinical, including lying about incidents, cheating, copying other's work, plagiarism, not being forthright and responsible when errors occur
• Breaches of confidentiality, HIPAA violations
• Violation of established program or course policies and procedures

Note: In situations where client safety has been seriously jeopardized, there is no option for a Probationary Status. Examples of such action are: patient abandonment (leaving the clinical area without notification), and practicing outside of the scope of practice for a student. Instead of Probationary Status, because of violation of Washington State Administrative Code (WACs), which delineates safe nursing practice, immediate and final termination from the course and the Nursing Program will occur.

Progression in the Nursing Program

Students must achieve a satisfactory grade (C, 2.0 or better) in each nursing course in order to progress to the next level. Passing grades (C, 2.0 or better) must be received in both the theory work of the course and the clinical work of the course.

A student who withdraws from the Nursing course prior to the end of a quarter is not allowed to continue in the lab section during that quarter. Failure/withdrawal in a Nursing course requires that the course must be repeated prior to the student moving on to the next course level.

A student may be required, by the course Nursing Instructor or the Nursing Admission/ Progression/ Graduation Committee, to withdraw from the Nursing Program for academic reasons or for reasons such as drug/alcohol abuse, inappropriate professional, social or emotional behavior, breach of confidentiality, or an act of dishonesty. The faculty reserves the right to remove from the clinical setting, any student who, in the faculty member's professional judgment, places the client at physical or emotional risk. Physical risk means that a client, family member, or staff was placed in a situation of high risk for injury. Emotional risk means that the student creates or contributes to an environment of uneasiness, apprehension, or worry for the client or family.

A student may be allowed, at the discretion of the Nursing Admission/ Progression/ Graduation
Committee, to repeat a course once, and may, at the discretion of the Nursing Admission/ Progression/ Graduation Committee, re-enter the program one time before being ineligible for readmission to the program.

**Readmission to the Program**

1. Students seeking readmission to the Nursing Program will express their desire for readmission in written form.

2. Such written communication will include:
   - an explanation of the circumstances of the student’s non-completion of nursing courses
   - the student’s plan of action to insure future success.
   - the student’s statement that he/she has decided to not pursue the grievance process related to previous non-successes in the Nursing Program

3. Written requests for re-admission to the nursing program are considered at the last monthly Admissions Committee meeting of each quarter. Requests not received by the last day of the quarter will not be considered until the following quarter, resulting in the student's progression in the program being delayed. The Admission Committee will not consider requests of students who are in any stage of a grievance procedure related to their Nursing Program non-success.

4. Students are accepted into a specific quarter of the program at a specific point in time on a space available basis.

5. Items considered in the decision of the Admission/Progression/Graduation Committee are:
   - Student’s entire academic record
   - Recommendations from the student’s theory and clinical instructors
   - Recommendations from the Nursing Student Success and Retention Specialist
   - Previous interruptions in the student's program sequence
   - Student’s written request and stated corrective action
   - Priority number assigned to the student
   - Needs/ logistics of the Nursing Program

6. Students are informed of the decision of the Admissions Committee by US mail.

7. Students are readmitted into the program, at the discretion of the Nursing Admission/Progression/ Graduation Committee. Readmission into the program, when allowed, is permitted one time only.

8. Students will be denied reentry into the program if failure in clinical was the result of unsafe practice, unprofessional, and/or unethical behavior.

**Priority Number for Readmission Consideration**

Requests for readmission are assigned a priority number by the Admission/ Progression/ Graduation Committee. This priority number is one of many factors which are considered as part of a student’s request for readmission (see Readmission Policy).

1. Returning EvCC student
   - out of the program less than one quarter
   - satisfactory withdrawal from course or satisfactory completion of last quarter completed
• transfer students who have previously been at a lower prioritization number and met course requirements as stipulated by the Admissions/Progression/Graduation Committee

2. Returning student
• out of the program less than one year but more than one quarter
• satisfactory withdrawal or satisfactory completion of last quarter attended

3. Returning student
• out of the program less than one year
• failed a nursing course but passed either the theory or the clinical portions of the course

5. Returning student
• out of program more than one year and satisfactory withdrawal from course or satisfactory completion of last quarter attended

6. Transfer student
• out of an NLNAC nursing program less than one year
• satisfactory progress from previous program

7. Transfer student
• out of any nursing program more than one year
• satisfactory progress from previous program

8. Returning student
• out of program more than one year
• failed a nursing course but passed either the theory or the clinical portions of the course or had an unsatisfactory withdrawal

9. Returning student
• failed a nursing course by failing both the theory and the clinical portions of the course

10. Other circumstances, extenuating circumstances
• considered on an individual basis with final decision by the Admission/Progression/Graduation Committee

**Ineligibility for Readmission**

A student will be considered ineligible for return to the Nursing Program if:

1. The student has been terminated or dismissed from the program for acts of dishonesty, unprofessional or unethical behavior, or has been required to withdraw from the program, or leave the practicum for safety reasons.

2. The student has failed to satisfactorily complete a given Nursing course after enrolling in that course for the second time.

3. The student has re-entered the Nursing Program one previous time.

**Grievance Procedure**

A copy of the Everett Community College Policy related to the grievance procedure is found in the EvCC Student Handbook. If a student has evidence that he/she has been unfairly treated in matters related to grading, course policies or expectations, falsely accused of cheating, or inappropriately penalized for alleged cheating, he/she may be said to have an academic grievance.

Students who feel that such unfair treatment has transpired should feel free to raise the question of how such a grievance may be resolved with the Vice President for Student Affairs who will provide information (without judgment) regarding the procedure for filing an academic grievance.
Students may wish to visit the Student Government area in the Parks Building and obtain a copy of the "Associated Students Constitution, Bylaws and Statement of Student Rights." The student advocate can explain the grievance procedure in more detail.

**STUDENT INVOLVEMENT AT EVCC**

**Student Representation on Committees**

Student input in EvCC Nursing Program policy is coordinated via the EvCC Student Nurse Organization. One to two student liaison representatives are selected by the Student Nurse Organization, in order to provide student nurse representation to the faculty and curriculum committees. The role of the SNO liaison is to provide input so that students may participate in the decision-making process.

Students may request a change in policies or procedures through the EvCC SNO. EvCC SNO meets 5 times each quarter. Student requests for a change in program policy of procedure must be brought to EvCC SNO, and upon approval by SNO, may then be brought by the SNO Liaison Representative to the next faculty or curriculum meeting with a decision to be determined at the subsequent faculty or curriculum meeting.

**Student Nursing Organization (SNO)**

The State of Washington Associated Nursing Students is the state level affiliate of the National Student Nurses' Association. Membership opportunities include eligibility for NSNA scholarships, discounts for equipment and books, and group malpractice rates. Annual national and state workshops and conventions are provided for members. SNO also offers EvCC Nursing Students opportunities to learn about and participate in state level political activities pertaining to nursing and nursing education. The local chapter is very active and encourages participation by every Nursing student.

**GRADUATION AND BEYOND**

**Graduation**

All graduates of Everett Community College, regardless of the quarter in which they complete the Nursing Program, are eligible for and encouraged to attend the EvCC Commencement exercises at the end of Spring Quarter each academic year. A quarterly Nursing Program Candle Lighting Ceremony, planned by the students with guidance from the Nursing Faculty, traditionally occurs at the end of each quarter. Graduates are encouraged to attend this event as well.

**Completing the Program and the Licensing Process**

Completing the EvCC Program, and becoming a licensed nurse is an exact process requiring the completion of specific forms and the submission of these forms to the correct agency at the appropriate time.

**Receiving a Degree or Certificate**

It is the student's responsibility to apply for a certificate or degree. The steps in this process are:

- Meet with a nursing advisor when enrolled in Nursing 220 to confirm that all courses required for graduation will have been completed by the end of the program.
• Ensure that you have met the college Diversity requirement. If you have questions about this requirement, meet with a representative from Enrollment Services.
• Insure that official transcripts of all previous schools attended have been received by the college Registrar.
• Read about How to Apply for Graduation at Everett Community College
• Read about Certificates and Degrees at Everett Community College
• Apply for a certificate or degree from the Enrollment Services Office. Retrieve the Nursing Program Checklist from the Curriculum Guide. Complete these two forms, obtain a Nursing Advisor/Instructor’s signature as indicated on each form, and submit to Enrollment Services by the deadline date for the quarter in which you plan to graduate (usually about mid-quarter)

Taking the NCLEX Exam

It is the student’s responsibility to complete the NLCEX application.
• This process should be completed no earlier and no later than about 60 days from the date of program completion. This would be about the beginning of 4th quarter for students seeking to take the LPN NCLEX Exam and about the beginning of 6th quarter for students seeking to take the RN NCLEX Exam.
• Retrieve the Candidate Bulletin from the NCSBN website.
• Read the entire bulletin and follow the directions for registering for the exam no earlier and no later than about 60 days prior to the date of graduation. (Registration can occur via paper and pencil or via the Web)
• Obtain more information at www.vue.com/nclex

Sending Official Transcripts to the Nursing Commission

• Request that the Registrar send an official transcript, with the degree or certificate recorded, to the Nursing Commission. Be sure to use the correct address when asking for your transcripts to be sent. Complete the form and submit to Enrollment Services at the beginning of the quarter in which you plan to graduate. You may also order your transcripts online through the National Student Clearinghouse. If you need help or have questions about this service, contact the National Student Clearinghouse at transcripts@studentclearinghouse.org.

Note: When the Nursing Commission receives your official transcript with your degree or certificate posted, they will check to see that your application is complete, that you have passed the NCLEX exam, and that they have received information from your Nursing Program that you have graduated. At that point, they will issue a nursing license to you!

Other Information

Obtaining a copy of the Washington State Nursing Law
Washington State Nursing Law is available for you at the following web site:
http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NurseLicensing.aspx

Additional Information from the National Council of State Boards of Nursing
The National Council of State Boards of Nursing web site provides information to you about state boards of nursing as well as testing for licensure. www.ncsbn.org
ACCEPTANCE STATEMENT

When you have finished reading the Handbook, please print this page, initial each item, sign the statement at the bottom of the page, and return it to your nursing instructor. Your initials and signature indicate agreement to abide by this statement throughout the Nursing Program and until another edition of this document supersedes it.

__ I understand that as a Nursing Student I am a member of a profession which places me in a position of confidence requiring the utmost discretion and professionalism to protect those with and for whom I work. I acknowledge that as a member of the Nursing profession I have a responsibility to act in a manner consistent with the ESSENTIAL QUALIFICATIONS of the profession. I have read and understand the ESSENTIAL QUALIFICATIONS Document as given in the Student Handbook.

__ I agree to protect the privacy of faculty, peers, patients and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients, or their family members that is disclosed to me in my capacity as an EvCC Nursing Student. In addition, I agree not to inappropriately disclose confidential information about the clinical facility in which I am placed or about EvCC that is disclosed to me in my capacity as an EvCC Nursing Student.

__ I have read and understand the CONFIDENTIALITY STATEMENT and the HIPAA information as given in the Student Handbook.

__ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the AMERICAN NURSES ASSOCIATION CODE OF ETHICS for Nurses. I have read and understand the ETHICS STATEMENT as given in the Student Handbook.

__ I will maintain and uphold academic integrity and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work, or lying about any situation.

__ I will not recreate any items or portions of any exam for my own use or for use by others during my enrollment in the Everett Community College Nursing Program.

__ I will sign my own papers and all other documents and will not sign any other student's name to anything, including class rolls.

__ I will not allow any student access to any of my paperwork for the purpose of copying.

__ I will not discuss or post any information about faculty, peers, patients, patient's family members, clinical facility, health care personnel on any electronic venue. Nor will I leave/save any patient, family, faculty, clinical facility, health care personnel or peer information on any open access desktop.
or hard-drive. I have read and understand the Social Networking Guidelines as given in the Student handbook.

__ I have read and understand the Policy on Student Substance Abuse as given in the Student Handbook.

__ I have read and understand the Policy for Handling Body Substances as given in the Student Handbook.

__ I have read and understand the Policy for Use of Equipment and Supplies as given in the Student Handbook.

__ I have read and understand the Math Competency Policy as given in the Student Handbook.

__ I have read and understand the ATI Policy as given in the Student Handbook.

__ I have read and understand the Policy Regarding Use of the PRMCE Library as given in the Student Handbook.

__ I have read and understand the policies relating to student progress—Attendance, Grading Policy, Contracts, Probationary Status, Progression in the Nursing Program, Readmission Statement, and Ineligibility Statement.

__ I have read and agree to the requirements of the Nursing Program as defined in the Student Handbook.

__ I have had all questions regarding this Student Handbook (2015-2016) answered.

Name (print legibly) ______________________________________________________________

Signature ___________________________________________ Date ________________