



Nursing Student Handbook
2026-2027

Welcome & Welcome back

We're so glad you've chosen Westmont College for your nursing education. These programs are challenging, but it will prepare you to care for people from all walks of life—in hospitals, clinics, community settings, and beyond—as a skilled provider, team member, and leader in the nursing profession.

This is another exciting year for us! Our program is growing—more students, new partnerships, and even more learning opportunities. With that growth comes fresh energy, new connections, and a stronger mission to prepare compassionate, Christ-centered nurses.

During your time here, you'll grow in ways you might not expect. You'll make a difference in the lives of patients, support families, and work alongside other healthcare professionals to deliver safe, high-quality, and compassionate care. You'll also gain the skills to adapt in a healthcare world that's changing fast with new technology and approaches.

You've been called to this work. It's about caring, advocating, and sharing your faith so that every patient feels God's love and presence through you. We're here to cheer you on, challenge you, and walk with you every step of the way.

¹²Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience...

¹⁷And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him

- Colossians 3:12,17 -

Purpose of Student Handbook

The purpose of this handbook is to serve as an informational guide to assist in the orientation of new students, and, to provide a resource with information, expectations, policies, and procedures of the Westmont Downtown Grotenhuis Nursing Programs.

Nursing Students at Westmont College are held responsible for reading, understanding, and adhering to the information outlined in this handbook. Failure to read this Student Handbook does not excuse students from the requirements and regulations described herein.

There may be times when it is necessary to change, or update information in the Student Handbook during the academic year. If this occurs, students will receive a written addendum informing them of the specific changes/updates.

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Introduction

The study of nursing is the application of knowledge from the arts and sciences. The purpose of the Westmont College nursing programs are to equip graduates to deliver safe, competent and compassionate care to those they serve throughout the world. The nursing programs respect the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The focus of our programs are to provide a positive, innovative learning model which fosters the development of clinical judgment and compassion.

Mission

Westmont College

Westmont College is a Christian liberal arts community serving God's kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world.

WDGN Nursing

To cultivate faithful servant nurse leaders within a Christian, liberal arts community who provide holistic, compassionate, and evidence-based care for diverse individuals and communities across the lifespan, serving locally and globally for the healing and flourishing of the world.

Bias, Harassment, and Discrimination

Westmont College values diversity and is committed to providing a diverse learning, living and working environment consistent with its mission and heritage, both of which are deeply rooted in the evangelical Christian faith tradition. The college lawfully exercises the right to seek and hire faculty and staff who are co-religionists. At all levels of employment members of its community will conduct themselves according to standards consistent with the college's established faith-based tenets.

In all of our actions, we seek to affirm every individual as created in the image of God, worthy of dignity and respect. The college will not tolerate unlawful harassment, discrimination or bias-related incidents in any of its programs, practices or policies; nor will it tolerate retaliation against any individual for making a complaint, for participating in the investigation of a complaint, or for otherwise opposing unlawful conduct as described in the college policy.

Program Curriculums:

ABSN Curriculum

The ABSN Program is designed to prepare baccalaureate-prepared professionals to enter nursing and develop competencies as entry-level Registered Nurses. The 16-month program, organized into four semesters, provides rigorous preparation in nursing science, evidence-based practice, and foundational nursing competencies. The curriculum is sequenced to progress students from foundational nursing knowledge to complex clinical integration, ensuring graduates are prepared to practice as knowledgeable, clinically competent, and safe entry-level Registered Nurses.

MEPN Curriculum

The MEPN Program is designed to prepare baccalaureate-prepared professionals to enter nursing and simultaneously develop advanced clinical leadership capabilities, culminating in eligibility for the Clinical Nurse Leader (CNL) certification. The 24-month program, organized into six semesters, provides rigorous preparation in nursing science, evidence-based practice, and CNL competencies. The curriculum is sequenced to progress students from foundational nursing knowledge to complex clinical integration and leadership, ensuring graduates are prepared to practice as knowledgeable, clinically focused, and accountable CNLs.

MSN Curriculum

The MSN Program is designed to prepare Registered Nurses with a Bachelor's degree to develop advanced clinical leadership capabilities and eligibility for CNL certification. The 24-month program, organized into four part-time semesters and two full-time semesters, provides rigorous preparation in advanced nursing science, evidence-based practice, and CNL competencies, building upon students' foundational RN knowledge. The curriculum is sequenced to progress students from clinical practice to advanced clinical integration and leadership, ensuring graduates are prepared to practice as knowledgeable, clinically focused, and accountable CNLs.

Preparing the mind, body, and spirit

These programs are very rigorous, and prepare you for the care you will provide to your patients, and to prepare you to pass the National Council Licensure Exam (NCLEX) and/or CNL certification. To be clear-minded and ready for the education you will receive, we encourage adequate sleep, good nutrition, a fulfilling spiritual life, and a balance between your life obligations, school obligations and work obligations. The nursing program does not encourage student employment during the program, however, if you do work, please limit your hours to 20 per week.

Program Approval and Accreditation

The ABSN and MEPN programs are approved by the Board of Registered Nursing.
Board of Registered Nursing 1747 N. Market Blvd., Suite 150
Sacramento, CA 95834-1924
Phone: (916) 322-3350

The ABSN at Westmont College is accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>).

The MEPN and MSN programs at Westmont College are pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). Applying for accreditation does not guarantee that accreditation will be granted.

Program of Study

Board of Registered Nursing Prelicensure Requirements

California Code of Regulation 1426 Required Curriculum

(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:

- (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.
 - (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.
 - (3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.
- Pre-requisite and degree requirements are listed in the Westmont College Catalog.**

Curriculums

ABSN Curriculum

Fall Start:

Spring Start:

Summer Start:

1st Semester - FALL NUR 211 Fundamentals for Nursing Practice NUR 210 Pathophysiology for Nursing NUR 213 Pharmacology for Nursing PHI 200 Nursing for Human Flourishing SOC 200 Understanding My Neighbor: Society, Culture, and Health RS 020 Christian Doctrine*	4	2	1st Semester - SPRING NUR 211 Fundamentals for Nursing Practice NUR 210 Pathophysiology for Nursing NUR 213 Pharmacology for Nursing PHI 200 Nursing for Human Flourishing SOC 200 Understanding My Neighbor: Society, Culture, and Health RS 010 Intro to New Testament*	4	2	1st Semester - SUMMER NUR 211 Fundamentals for Nursing Practice NUR 210 Pathophysiology for Nursing NUR 213 Pharmacology for Nursing PHI 200 Nursing for Human Flourishing SOC 200 Understanding My Neighbor: Society, Culture, and Health	4	2
	2			2				
	2	1		2	1		2	1
	3			3			3	
	3			3			3	
	4	21 (17)		4	21 (17)			17
2nd Semester - SPRING NUR 230 Beginning MSG Nursing NUR 265 Psych/MH Nursing NUR 280 Nursing and the Liberal Arts RS 010 Intro to New Testament* HIS 010 Perspectives on World History*	3	4	2nd Semester - SUMMER NUR 230 Beginning MSG Nursing NUR 265 Psych/MH Nursing NUR 280 Nursing and the Liberal Arts SP 200 Spanish for Healthcare Professionals*	3	4	2nd Semester - FALL NUR 230 Beginning MSG Nursing NUR 265 Psych/MH Nursing NUR 280 Nursing and the Liberal Arts RS 010 Intro to New Testament* SP 200 Spanish for Healthcare Professionals*	3	4
	2	1		2	1		2	1
	2			2			2	
	4			3			4	
	4	20 (12)			15 (12)		3	19 (12)
3rd Semester - SUMMER NUR 270 Intermediate MSG Nursing NUR 240 Maternal/Child Health Nursing NUR 250 Pediatric Nursing NUR 260 Evidence-based Practice for Nursing SP 200 Spanish for Healthcare Professionals*	3	4	3rd Semester - FALL NUR 270 Intermediate MSG Nursing NUR 240 Maternal/Child Health Nursing NUR 250 Pediatric Nursing NUR 260 Evidence-based Practice for Nursing RS 020 Christian Doctrine*	3	4	3rd Semester - SPRING NUR 270 Intermediate MSG Nursing NUR 240 Maternal/Child Health Nursing NUR 250 Pediatric Nursing NUR 260 Evidence-based Practice for Nursing RS 020 Christian Doctrine*	3	4
	2	1		2	1		2	1
	2	1		2	1		2	1
	2			2			2	
	3	18 (15)		4	19 (15)		4	19 (15)
4th Semester - FALL NUR 285 Advanced MSG Nursing NUR 290 Public Health Nursing NUR 295 Nursing Leadership NUR 275 Professional Nursing Roles	3	4	4th Semester - SPRING NUR 285 Advanced MSG Nursing NUR 290 Public Health Nursing NUR 295 Nursing Leadership NUR 275 Professional Nursing Roles HIS 010 Perspectives on World History*	3	4	4th Semester - SPRING NUR 285 Advanced MSG Nursing NUR 290 Public Health Nursing NUR 295 Nursing Leadership NUR 275 Professional Nursing Roles HIS 010 Perspectives on World History*	3	4
	2	2		2	2		2	2
	2			2			2	
	2	15		2			2	
				4	19 (15)		4	19 (15)
*GE offered on Nursing Campus		74 (59)	*GE offered on Nursing Campus		74 (59)	*GE offered on Nursing Campus		74 (59)

MEPN Curriculum

1st Semester - FALL			**4th Semester - FALL		
NUR 211 Fundamentals for Nursing Practice	4	2	NUR 285 Adv MSG Nursing	3	4
NUR 210 Pathophysiology for Nursing	2		NUR 290 Public Health Nursing	2	2
NUR 213 Pharmacology for Nursing	2	1	NUR 341 Advanced Pharmacology	3	
NUR 311 Human Experience, Society, and Health: A Liberal Arts Approach to Nursing	2		NUR 342 Emergency Response & Resource Stewardship	2	
NUR 312 Christian Leadership, Ethics, and the CNL Role	3				16
		16			
2nd Semester - SPRING			**5th Semester – SPRING		
NUR 230 Beginning MSG Nursing	3	4	NUR 351 CNL Immersion I (270): Clinical Microsystem Assessment	1	6
NUR 265 Psych/MH Nursing	2	1	NUR 352 Healthcare: Systems, Policy, & Advocacy	2	
NUR 321 Advanced Health Assessment	2	1			9
NUR 322 Systems-based practice: Evidence, Informatics, & QI	2				
		15			
3rd Semester - SUMMER			**6th Semester – SUMMER		
NUR 270 Intermediate MSG Nursing	3	4	NUR 361 CNL Immersion II (270): Implementation and Evaluation	1	6
NUR 240 Maternal/Child Health Nursing	2	1	NUR 362 CNL Synthesis/Capstone	2	
NUR 250 Pediatric Nursing	2	1			9
NUR 331 Advanced Pathophysiology	3				
NUR 332 Transition to Professional Practice: CNL Core Competencies	2				
		18			

83 Units

MSN Curriculum

1st Semester - FALL			4th Semester - FALL		
NUR 311 Human Experience, Society, and Health: A Liberal Arts Approach to Nursing	2		NUR 341 Advanced Pharmacology	3	
NUR 312 Christian Leadership, Ethics, and the CNL Role	3		NUR 342 Emergency Response & Resource Stewardship	2	
		5			5
2nd Semester - SPRING			**5th Semester – SPRING		
NUR 321 Advanced Health Assessment	2	1	NUR 351 CNL Immersion I (270): Clinical Microsystem Assessment	1	6
NUR 322 Systems-based practice: Evidence, Informatics, & QI	2		NUR 352 Healthcare: Systems, Policy, & Advocacy	2	
		5			9
3rd Semester - SUMMER			**6th Semester – SUMMER		
NUR 331 Advanced Pathophysiology	3		NUR 361 CNL Immersion II (270): Implementation and Evaluation	1	6
NUR 332 Transition to Professional Practice: CNL Core Competencies	2		NUR 362 CNL Synthesis/Capstone	2	
		5			9

38 units

Prelicensure nursing courses in the five content areas of Medical/Surgical, Geriatrics, Obstetrics, Pediatrics, and Psych/Mental Health are scheduled concurrently with clinical courses. Clinical practicums are provided in a variety of patient care settings, throughout the week.

Graduate nursing courses in the core CNL competency areas of healthcare systems, evidence-based practice, quality and safety, leadership, and clinical nurse leader practice are integrated with advanced clinical practicums. Clinical experiences are provided across diverse healthcare settings, including acute care, primary care, and specialty practice environments, enabling students to develop and demonstrate clinical leadership competencies throughout the program.

Westmont College and the Nursing Program use Canvas, a course learning management system. You will have login and access to Canvas where you will find your course syllabus, other relevant course information, clinical rotation schedules, clinical paperwork, the ability to upload assignments, general announcements, and ability to email instructors.

Nursing Program Philosophy/Conceptual Framework

Westmont College and its faculty believe each student entering the program brings a unique perspective to the world we live in and to the future of healthcare they will impact. Our students come with technological expertise that will benefit them in their work to better the healthcare we provide today. Our students bring diversity in race, culture, and religion to the program providing a forum for learning what cultural diversity and cultural sensitivity means. Students also bring a variety of learning styles and individual needs that faculty recognize as important in their quest to provide knowledge and skill attainment using a variety of teaching strategies. To accomplish Westmont College's ABSN/MEPN goals of preparing competent, entry-level registered nurse generalist that are culturally competent and provide patient-centered, safe, quality, compassionate care, our conceptual framework will include the American Association of Colleges of Nursing (AACN) Essentials: Core Competencies (2026) and the California Board of Registered Nursing (BRN) standards. Threaded throughout the curriculum are the Theory of Compassionate Care, The Nursing Process, The Nurse Practice Act, and the provisions in the American Nurses Association Code of Ethics.

Organizing Framework

The organizing framework for the curriculum is the nursing process. The nursing process is a problem-solving process that guides the method of thought and action. It is the thinking process used by RN's to care for the clients' response to their health care issues, as well as to guide prevention and wellness activities.

The five phases of the nursing process include:

- Assessment – this phase consists of establishing a database, by gathering objective and subjective client data and confirming the data. The nurse collects information relative to the client, verifies the data, and communicates the assessment data to relevant members of the health care team.
- Analysis – this phase consists of the identification of client health care needs and/or problems based on an interpretation of assessment data. The nurse then formulates nursing diagnosis, and communicates the analysis findings to relevant members of the health care team.
- Planning – this phase consists of setting goals for meeting client needs and designing strategies to achieve expected client outcomes. The nurse determines the expected client outcomes, develops and modifies the plan of care, formulates outcome criteria, and communicates the plan of care to relevant members of the health care team.
- Implementation – this phase consists of initiating and/or completing actions in order to accomplish the defined goals of care. The nurse organizes, manages and provides care to accomplish expected client outcomes, and communicates nursing interventions to relevant members of the health care team.
- Evaluation – this phase consists of determining whether interventions have been successful and client outcomes have been achieved. The nurse compares the actual outcomes with expected outcomes of care and communicates the client responses to interventions and/or teaching.

Threads

The nursing curriculum is sequential, moving from simple to complex, building on previously acquired knowledge, skills, and attitudes. To accomplish this sequencing, the curriculum for each semester incorporates the threads and key topics into the organizing framework. To accomplish Westmont College ABSN program's goals of preparing competent, entry-level registered nurse generalist that are culturally competent and provide patient-centered, safe, quality, compassionate care, our conceptual framework will include the American Association of Colleges of Nursing (AACN) Essentials (2026), Theory of Compassionate Care, The Nursing Process, The Nurse Practice Act, and the provisions in the American Nurses Association Code of Ethics.

Learning Outcomes:

Institutional Learning Outcomes (ILO)

Christian Understanding, practices, and affections

The graduate will demonstrate literacy in biblical and orthodox Christian faith. The graduate will demonstrate faithfulness in Christian service.

Global Awareness

The graduate will analyze global patterns from at least two different perspectives (social, cultural, economic, political, religious, technological or educational).

Diversity

The graduate will effectively analyze topics and human experiences using categories such as race, ethnicity, gender, sexuality, socio-economic status, and disability with respect to a biblical vision of human flourishing.

Communication (Written and Oral)

The graduate will write effectively in various contexts (*Competence in Written Communication*) The graduate will effectively communicate orally in various contexts (*Competence in Oral Communication*)

Critical thinking/Quantitative Reasoning

The graduate accurately evaluates the strength of evidence in support of a claim. The graduate applies relevant scientific, mathematical and logical methods to analyze and solve problems effectively.

Information Literacy

The graduate will identify, evaluate, and integrate sources effectively and ethically in various contexts.

ABSN Program Learning Outcomes (PLOs):

PLOs were intentionally structured to align with the: Mission of Westmont College, the Mission of Westmont Nursing Programs and the 2026 AACN Essentials (Level 1 sub-competencies)

1. Apply nursing theory and research-based knowledge, drawing from nursing, arts, humanities, and sciences, to exercise clinical judgment aligned with the nursing process across diverse care settings while integrating Christian principles of compassion and empathy. (Domain 1- Knowledge for Nursing Practice).
2. Communicate effectively and compassionately in the assessing, analyzing, planning, delivery and evaluation of high quality person-centered care. Create patient plans of care and provide care that is culturally congruent, acknowledges the patient as a partner in care and incorporates the family support system and healthcare team. (Domain 2-Person-centered Care).
3. Integrate public health principles and competencies for population management, collaborating with various stakeholders and applying current community/public health frameworks to develop, implement, and evaluate community-based activities. (Domain 3-Population Health).
4. Access and critically appraise evidence-based studies for practical application within diverse populations and healthcare settings, guided by Christian ethics and values. (Domain 4- Scholarship for Nursing Practice).
5. Apply quality improvement principles, contributing to a culture promoting patient

safety, identifying actual or potential unsafe work environments. (Domain 5- Quality and Safety).

6. Collaborate with the interprofessional team, patients, families, and communities, employing established tools and techniques to improve health outcomes while upholding Christian values of teamwork, empathy, and respect. (Domain 6- Interprofessional Partnerships).
7. Understand the U.S Healthcare system and its impact on the delivery of equitable healthcare across diverse populations and settings, recognizing the relationships between organizations, external systems, and payers. (Domain 7- Systems-based Practice).
8. Utilize information and communication technologies to gather, document, and review data, ensuring safe, ethical, and professional care across diverse populations and settings among providers, patients, and all system levels. (Domain 8 – Information and Healthcare Technology).
9. Exhibits professionalism in nursing practice, emphasizing competence, honesty, integrity, and respect for diverse values and beliefs. Cultivating a strong sense of professional accountability and identity, embracing the nursing profession, while complying with relevant laws, policies, and regulations. (Domain 9- Professionalism).
10. Display actions aligned with a capacity to engage in self-reflection and servant leadership, continued lifelong learning through a spirit of inquiry across the four spheres of care, and an ongoing commitment to personal well-being. (Domain 10- Personal, Professionals, Leadership Development).

MEPN/MSN Program Learning Outcomes (PLOs):

PLOs were intentionally structured to align with the: Mission of Westmont College, the Mission of Westmont Nursing Programs, the 2026 AACN Essentials (Level 1 (MEPN) and Level 2 sub-competencies), AACN Clinical Nurse Leader competencies (April 2025 revision), and Required Program Distinctives for Westmont Graduate Programs

1. Synthesize advanced knowledge of nursing science—including pathophysiology, pharmacology, and systems theory—with clinical reasoning and care coordination strategies to lead decision-making across diverse care settings, guided by Christian ethics and Clinical Nurse Leader competencies.
 - a. *Domain 1 – Knowledge for Nursing Practice*
 - b. *CNL Roles: Clinician, Information Manager; Team Manager; Member of a Profession; Lifelong Learner*
 - c. *Distinctives – Christian Theological and Moral grounding, Expertise and Leadership*
2. Design, implement, and evaluate individualized, culturally responsive, and evidence-informed care plans that promote human dignity and flourishing, integrating perspectives from the behavioral sciences, ethics, and the humanities to strengthen therapeutic partnerships with patients, families, and interprofessional teams across the continuum of care

- a. *Domain 2 – Person-Centered Care*
 - b. *CNL Role: Clinician; Outcomes Manager; Client Advocate; Member of a Profession*
 - c. *Distinctives – Christian Theological and Moral Grounding, Interdisciplinary Perspectives*
- 3. Apply epidemiological, public health, and social determinants of health frameworks – integrating insights from the social sciences, ethics, and the humanities - to assess community and population needs, reduce health disparities, and lead health promotion initiatives through reciprocal partnerships with community and system stakeholders at local, regional, and global levels.
 - a. *Domain 3 – Population Health*
 - b. *CNL Role: Outcomes Manager; Client Advocate; Systems Analyst/Risk Anticipator*
 - c. *Distinctives – Community Partnerships, Interdisciplinary Perspectives*
- 4. Critically appraise, synthesize, and apply empirical evidence, quality improvement data, and Christian ethical principles to advance nursing knowledge, inform clinical decision-making, and improve outcomes across diverse healthcare settings.
 - a. *Domain 4 – Scholarship for Nursing Practice*
 - b. *CNL Role: Educator; Information Manager, Member of a Profession; Lifelong Learner*
 - c. *Distinctives - Christian Theological and Moral grounding, Expertise and Leadership*
- 5. Lead quality improvement and safety science initiatives within clinical microsystems by applying established frameworks informed by organizational theory, ethical reasoning, and systems thinking to assess performance, anticipate risk, steward resources responsibly, and implement evidence-based strategies that cultivate high-reliability and continuous learning environments.
 - a. *Domain 5 – Quality and Safety*
 - b. *CNL Role: Outcomes Manager; Information Manager; Systems Analyst/Risk Anticipator; Team Member*
 - c. *Distinctives – Expertise and Leadership*
- 6. Coordinate and lead interprofessional collaboration to improve health outcomes, demonstrating advanced communication, systems leadership, and role accountability consistent with the Clinical Nurse Leader. Engage in team-based practice with cultural humility, ethical integrity, and Christian values of compassion, service, and mutual respect.
 - a. *Domain 6 – Interprofessional Partnerships*
 - b. *CNL Role: Outcomes Manager; Educator; Information Manager; Team Manager*
 - c. *Distinctives – Christian Theological and Moral Grounding, Interdisciplinary Perspectives, Expertise and Leadership*
- 7. Analyze organizational, financial, policy, and regulatory influences on healthcare delivery and advocate for ethically grounded policies that promote justice, health equity, access, and value-based care within complex healthcare systems.
 - a. *Domain 7 – Systems-Based Practice*
 - b. *CNL Role: Outcomes Manager; Client Advocate; Information Manager; Systems Analyst/Risk Anticipator*
 - c. *Distinctives – Christian Theological and Moral Grounding, Interdisciplinary Perspectives, Community Partnerships*
- 8. Leverage health informatics, clinical data, and communication technologies to support evidence-based practice, ensure patient safety, and guide decision-making at the microsystem

level.

- a. *Domain 8 – Information and Healthcare Technologies*
 - b. *CNL Role: Clinician; Outcomes Manager; Educator; Information Manager; Team Member; Member of a Profession*
 - c. *Distinctives – Expertise and Leadership*
9. Exemplify professionalism through ethical conduct, legal accountability, vocation-centered leadership, and integration of a Christian worldview, serving as a role model who fosters professional growth, upholds standards of practice, advances the discipline of nursing and contributes to a graduate culture of intellectual rigor and moral integrity.
- a. *Domain 9 – Professionalism*
 - b. *CNL Role: Clinician; Information Manager; Member of a Profession; Lifelong Learner*
 - c. *Distinctives -Christian Theological and Moral Grounding, Expertise and Leadership*
10. Demonstrate a commitment to personal well-being, reflective practice, and lifelong learning through a spirit of inquiry, professional maturity, and Christian formation. Cultivate leadership capacity to influence practice, mentor and develop others within the community, and advance meaningful change in healthcare systems.
- a. *Domain 10 – Personal, Professional, and Leadership Development*
 - b. *CNL Role: Educator, Team Manager; Member of a Profession; Lifelong Learner*
 - c. *Distinctives - Christian Theological and Moral Grounding, Cohort-based Education, Expertise and Leadership*

AACN Baccalaureate Essentials (2026)

The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. The *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

Domains for Nursing

Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing.

The Ten Domains:

1. Domain 1-Knowledge for Nursing Practice
2. Domain 2-Person-centered Care
3. Domain 3-Population Health
4. Domain 4-Scholarship for Nursing Practice
5. Domain 5-Quality and Safety
6. Domain 6-Interprofessional Partnerships
7. Domain 7-Systems-based Practice
8. Domain 8-Information and Healthcare Technology
9. Domain 9-Professionalism
10. Domain 10-Personal, Professionals, Leadership Development

Concepts for Nursing

Concepts serve as a core component of knowledge, facts, and skills across multiple situations and contexts within nursing practice. The concepts are interrelated and interwoven within the domains and competencies.

The eight concepts:

1. Clinical Judgment
2. Communication
3. Compassionate Care
4. Access, Connection, and Engagement
5. Ethics
6. Evidence-Based Practice
7. Health Policy
8. Social Determinants of Health

Fundamental aspects of CNL practice include:

1. Clinical leadership for patient-care practices and delivery, including the design, coordination, and evaluation of care for individuals, families, groups, and populations
2. Participation in identification and collection of care outcomes
3. Accountability for evaluation and improvement of point-of-care outcomes, including the synthesis of data and other evidence to evaluate and achieve optimal outcomes
4. Risk anticipation for individuals, cohorts of patients, and populations
5. Lateral integration of care for individuals and cohorts of patients
6. Design and implementation of evidence-based practice(s)
7. Team leadership, management and collaboration with other health professional team members
8. Information management or the use of information systems and technologies to improve healthcare outcomes
9. Stewardship and leveraging of human, environmental, and material resources; and,
10. Advocacy for patients, communities, nursing, and the health professional team.

CNL Roles:

- Clinician
- Outcome Manager
- Client Advocate
- Educator
- Information Manager
- System Analyst/Risk Anticipator
- Team Manager
- Member of a Profession
- Lifelong Learner
- System Analyst/Risk

Distinctives:

1. **Christian Theological and Moral Grounding:** To equip students with a framework of Christian theology and ethics that enables them to understand the discipline through a lens of Christian faith and navigate complex professional scenarios and moral dilemmas with wisdom, integrity, and a clear sense of vocation and purpose.
2. **Interdisciplinary Perspectives:** To incorporate the theories, methods, knowledge, and/or practices of the liberal arts disciplines to foster holistic understanding, global awareness, intercultural competence, critical thinking, and creative problem solving.
3. **Cohort-based Education:** To cultivate a diverse community of students who, through cohort-based learning and mentorship by faculty and staff, are challenged to grow personally, professionally, and spiritually.
4. **Expertise and Leadership:** To develop deep, discipline-specific expertise and significant training to equip graduates for leadership positions in their chosen field.
5. **Community Partnerships:** To establish meaningful, reciprocal partnerships with Santa Barbara's public, private, or non-profit sectors, that address regional and global challenges.

Assessment of Nursing Program Outcomes

Assessment is an on-going cycle of goal setting, measurement of outcomes, and interpretation of results, with subsequent improvement of the Program, CLO's, curriculum, and instructional activities. Course learning and Program outcomes are measured by:

- Comprehensive Exit Exam results
- National Council Licensure Examination for RN (NCLEX-RN) performance
- CNL Certification performance
- Student Program Survey Results, new Graduate Survey Results, and Alumni Survey Results
- Program Completion Rates – Attrition
- Employer Survey Results

Program Policies

Policy #101 Admission and Selection Process Policy

Date written: 10/2020

Last Date reviewed: 8/26

Last Date Revised: 8/26

Reference: CCR 1424(b)(1)

Purpose:

The purpose of this policy is to guide the Admission Committee (Nursing Program Director, Assistant Director, Vice President of Admissions, and Director/Assistant Director for Nursing Administration, Admissions and Enrollment) in the selection of the most academically prepared students for the Accelerated Bachelor of Science in Nursing (ABSN), Master's Entry Program in Nursing (MEPN), and Master of Science in Nursing (MSN) programs. The committee also evaluates applicants' readiness for professional nursing education at the undergraduate and graduate levels and must consider the technical standards required of nursing students (see Policy #117).

Admission Criteria and Process

A. B.S.N. to M.S.N. applicants only:

1. Hold a baccalaureate degree in nursing from a nationally accredited school of nursing.
2. Hold an active, unencumbered California State RN license.
3. Any B.S.N.- M.S.N. applicant who has previously attended any graduate nursing program must submit a letter of good standing.

B. ABSN/MEPN applicants:

1. Completion of a baccalaureate degree from a regionally-accredited college or university.
2. Non-Westmont applicants must supply an official transcript to the Admissions Department conferring the degree of baccalaureate.
3. Westmont applicants must demonstrate that their baccalaureate degree is complete or will be complete upon completion of the first semester of the nursing program.
4. Letter of good standing if previously attended any school or college of nursing.
5. Core science courses (Anatomy, Physiology, and Microbiology with lab) must be taken within seven years with a GPA of 3.3 or higher for each course. Exceptions at the discretion of the Program Director.
6. All students must take the Test of Essential Academic Skills exam (TEAS) and meet the national rank composite score.

C. ABSN applicant:

Pre-Requisites to be completed prior to entry into the program:

- Communication Skills (6 semester units total)
 - Public Speaking
 - English Composition
- Related Sciences must include all of the following:
 - Anatomy with lab (4)
 - Physiology with lab (4)
 - Microbiology with lab (4)
 - Any Chemistry Class with a Lab (4)
 - Introduction to Statistics

- Behavioral sciences (e.g. Psychology, Lifespan Development) (3)
- Social sciences (e.g. Sociology, Anthropology, Government) (3)
- Thinking Historically (most history courses meet this prerequisite)
- Working Artistically (must include both analysis of and the making of an art form) OR Reading Imaginative Literature (fiction literature only; does not include academic, non-fiction literature)

D. MEPN applicants:

Pre-Requisites to be completed prior to entry into the program:

- Communication Skills (6 semester units total)
 - Public Speaking
 - English Composition
- Related Sciences must include all of the following:
 - Anatomy with lab (4)
 - Physiology with lab (4)
 - Microbiology with lab (4)
 - Any Chemistry Class with a Lab (4)
 - Introduction to Statistics
 - Behavioral sciences (e.g. Psychology, Lifespan Development) (3)
 - Social sciences (e.g. Sociology, Anthropology, Government) (3)

E. All applicants:

1. Two letters of recommendation from the most recent employer, spiritual leader, or recent faculty are required. The letters must be on letterhead and include the length of time the individual has known the applicant, their opinion of the applicant entering a nursing program, and the contribution the applicant will make in nursing.
2. A statement of intent is also required. The statement of intent is a reflection on why the applicant has chosen nursing as a career and how the applicant believes they can impact the profession. It must also include the applicant's understanding of the rigors of an accelerated program, their support system during this experience, and their understanding that employment during this accelerated program may be difficult.
3. Interview with Nursing Admission Committee.
4. Applicant's acknowledgment and signature of the Community Life Statement.
5. Program Director's admission decision: The Program Director has the final decision on applicant admission when/if there are circumstances that present outside the criteria for admission.

Procedure:

Student applications will be reviewed by the Nursing Admission Committee. A cohort of 36 students will be selected with six students on the waitlist in case of any last-minute drops or non-attendance at Orientation. Admitted students will receive a letter of admission into the program and will have to confirm their acceptance within the deadline stated on the letter. If confirmation of acceptance is not received by this date, the students on the waitlist will receive a letter of admission. The waitlist will be dissolved on the Friday after the first week of class.

After admission to the nursing program, the student will have to complete all health requirements, a background check, a drug screen, and other required paperwork. Uniforms will be ordered at Nursing Orientation.

All admitted students must attend Nursing Orientation and Bootcamp to acclimate the student to the rigors of the programs, time management, work/life/school balance, documentation requirements, and general information for the start of their first nursing course.

Confirmed Admission into the ABSN/MEPN/MSN Nursing Program

The items listed below are required for entry or re-entry into the Nursing Program. Because items, such as health clearances, may take several weeks to complete, it is recommended that the student start this process early. It is the student's responsibility to ensure completeness of all items by the entry or re-entry date.

The Nursing Department requires each student to have the following:

(NOTE: Photocopies of each document **must** be provided to the Program Coordinator or uploaded into CastleBranch)

- **MSN Students only** – active, unencumbered California State RN license
- Professional Liability insurance (malpractice insurance) – current; active
- Acknowledgment of Responsibility of Health Insurance
- Criminal background Check (**w/in 45 days of start**) and written disclosure of any convictions
- Certification of BLS for Healthcare Providers through American Heart Association (AHA) – current; active.
- Complete physical examination and completion of Health Care Provider Assessment of Physical and Technical Standards form– performed by a licensed physician (MD, DO), certified nurse practitioner (NP), or physician's assistant (PA). (See Policy #305)
- Drug Screen, 10 Panel (**w/in 45 days of start**), with negative results in all categories
- Immunization Records on file in the nursing department:
 - Covid-19 vaccine and booster (or declination)
 - Immunization (or immunity, when applicable) to rubella, rubeola, mumps, varicella, pertussis, Hepatitis B (or declination), and a current PPD or tuberculosis evaluation.
 - Proof of current year flu vaccination submitted, which is in alignment with CDC guidelines. Exceptions to flu vaccinations are allowed only for Students who, due to medical restrictions, are unable to be vaccinated. Proof of medical restriction must be presented. Students who meet this exception shall be required to wear a surgical mask. The mask must be worn at all times, except while eating or drinking.
- Additional items as listed in CastleBranch.
- Completion of facility orientations as required.

Policy #201 Attendance/Tardiness/Engagement

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 2/26

Purpose:

Attendance at regular class meetings is an important manifestation of the commitment to the nursing program. Class attendance is vital to ensure attainment of Student learning outcomes and missing one day could be detrimental to a student's success. The following attendance policies are intended to encourage attendance while recognizing special circumstances and the rights of students and faculty.

Procedure: Theory Attendance

Students are expected to observe the attendance requirement of the Nursing Program. Instructors may require that absences be made up to meet student learning outcomes even if the absences do not exceed College policy regarding attendance.

Reporting an Absence/ Tardy

If you are going to be late for theory; you must call and communicate with your instructor as soon as possible. As part of your professional accountability; if you are going to be absent from theory please notify the instructor at least two hours before the start of class.

Students are not to communicate lateness or an absence to the instructor via their peers. If the instructor cannot be reached, the student should notify via email the Assistant Director or Director.

Allowable Number of Absences/Tardy Events

Students are responsible for any missed content in theory. Students are expected to be in class and on time. Please note two tardy events (less than 15 minutes) equals one absence. Missing greater than 15 minutes of class is equivalent to an absence.

Repeated absences (greater than 2 absences in theory) will be addressed. (See Policy #104 Professional Conduct).

At the discretion of the instructor, required make-up assignments may consist of:

Theory

Case studies, independent study, written examinations, attending seminars or workshops, computer-assisted instruction, reports, or other assignments.

Grading Quizzes, Exams and Assignments:

- Late assignments will incur a 10% deduction from the earned score for each day past the due date. After three days, the assignment will receive a score of zero.
- No make-up assignments for missed deadlines or due dates.
- If absent on a day when a quiz or exam a make-up may be allowed. The student will need to contact the lead instructor for a missed quiz or exam. If the student is requesting an extenuating circumstance the lead instructor will consult with the assistant director and

director. The student will provide documentation / proof of the extenuating circumstance. The make-up will be scheduled for the next pre-scheduled make up day.

- If an extenuating circumstance is determined, the student may make up the exam/quiz for the full score earned. If the absence is determined to be non-extenuating/unexcused, the student may still complete a makeup; a 10% deduction will be applied to the earned score.
- Failure to reschedule the make-up or if the make-up is missed a score of zero will be earned.
- A second missed quiz or exam will require a meeting with the program director to discuss standing in the program.

Pregnancy or Extended Illness

Any disability/illness of three (3) or more days or any communicable illness will require a doctor's release to return to the theory and clinical/lab area. The release must be submitted to course instructor and to the Nursing Program Director.

A provider's written approval is required for a pregnant student to remain in the program each trimester AND again before the student can return to school following delivery.

Any restriction of activity will be considered in terms of ability to meet program objectives and contingent on clinical facility approval.

Refer to Policy #305 for guidelines on responsibility to report and provide notification of any changes in health status.

Engagement in theory: Student engagement in class is paramount to problem solving, critical thinking, and persistence. Class readiness promotes student engagement in learning.

- a. Class readiness includes reading content for class prior to class, completing assignments due in class prior to class, and engaging in pair, group, and class discussions with appropriate and meaningful additions to discussion topic or content.
- b. Class readiness is having your desk cleared or computer ready for testing.
- c. Student engagement is being awake, interactive, and present with class discussions, group activities and active listening and or note taking. If you are excused by the instructor for lack of engagement this will count as an absence.

Procedure: Clinical Attendance: Clinical

It is required by the Board of Registered Nursing that all students meet the minimum approved hours of the clinical learning experience. If a student misses any portion of a clinical day, the day must be made up with the instructor. Extenuating circumstances will be reviewed on a case-by-case basis and at the discretion of the faculty.

Clinical reporting of tardy or absence:

- Students are expected to attend all scheduled days of clinical experience including skills/SIM days, and post-conference. A lab absence counts as a clinical absence.
- In the event of an illness or emergency, it is the student's responsibility to notify the lead and clinical instructor. The student must speak with an instructor when calling in sick.

- Should the student miss one clinical day, a Clinical Absence Make-up Form will be completed. This Form will indicate the student's clinical make-up day.
- Should the student miss two days of clinical during a semester, they must immediately make an appointment to see the lead instructor. A second clinical absence will automatically result in the issuance of a Student Success Plan. This form will indicate student's clinical make-up day assignment.
- On the third absence from a clinical experience, the student will need to schedule an appointment with the program director to discuss standing in the program.
- If a student arrives after the scheduled start time, is absent from any portion of their clinical day, is unprepared, or not in dress code they will be sent home and considered absent.
- Students who are absent from any portion of their clinical day will be required to make up the day.
- Decisions for make-up clinical experiences are based on a student's progress in meeting course objectives, sufficient clinical hours, and the availability of continued clinical site access. If a student does not have sufficient time to meet course objectives, the semester will need to be repeated.

Policy #203 Grading

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 5/26

Purpose:

The purpose of this policy is to inform Faculty of their responsibility to complete the grading process in a timely manner and according to Westmont College grading policies and procedures. The following describes the level of performance for each letter grade designation. Grades may be modified by plus (+) or minus (-).

Procedure:

1. Faculty have the responsibility and accountability to complete early alerts and final grades in a timely manner and to ensure grades are accurate to the best of their ability.
2. Faculty have until the grading deadline established by the Student Records office to submit grades for their courses to the course management system and to the college's student information system (WayPoint) each term. Once complete, the faculty should also send their grades to the Program Director.

*Students progressing to the next course or graduation must have at least 75% in theory courses and a "Pass" in clinical course.

A grade of A indicates superior scholastic performance. The student:

- Demonstrates distinctive understanding of course material by exhibiting the ability to analyze critically and synthesize creatively.
- Applies sound techniques of scholarship in all projects.
- Relates the course material to other areas of intellectual investigation in ways that show intellectual curiosity, imagination, and sound judgment.

A grade of B indicates good scholastic performance. The student:

- Exhibits broad understanding of course material by the ability to draw valid inferences and make sound generalizations.
- Makes competent use of the techniques of sound scholarship.
- Communicates ably and with sustained interest ideas and concepts which are part of the subject matter of the course.

A grade of C (75%) indicates adequate scholastic performance. The student:

- Shows acceptable understanding of course material as shown in committing few errors in fact and judgment when discussing the material.
- Indicates limited familiarity with the techniques of sound scholarship.
- Exhibits interest in the subject matter and some understanding of the concepts and ideas which are part of the subject matter of the course.

A grade of F indicates unacceptable scholastic performance and non-mastery. The student:

- Fails to meet the standards and requirements of the course in preparation, outside reading, and class participation.

- Reveals inadequate understanding of the course material by an excessive number of errors in fact and judgment when discussing the material.
- Fails to use techniques of sound scholarship.
- Shows little or no comprehension of the concepts and ideas which are part of the subject matter of the course.

The following are the values of grades and notations that are posted to the student's permanent record:

Student must have a 75% in theory and "Pass" in clinical to progress. If student doesn't obtain a Pass in clinical or 75% in theory, they will receive a non-mastery "F" in the course and will have to repeat the course following remediation. This also means the student will be dismissed from the program and will apply for re-entry. Grade points per unit of credit are assigned on the following scale:

Letter Grade	Percentage	Grade Points Earned
A	100 to 94%	4
A-	< 94 to 90%	3.7
B+	< 90 to 87%	3.3
B	< 87 to 84%	3.0
B-	< 84 to 80%	2.7
C+	< 80 to 77%	2.3
C	< 77 to 75%	2.0
F	< 75 to 0%	0

P (Meets all competencies at the assigned level) No grade points assigned. Not computed in the grade point average. **NC (F)** No grade points assigned. Not computed in the grade point average. Student does not pass concurrent theory course and is dismissed from program with the option to remediate and apply for re-entry.

W No grade points assigned. Not computed in grade point average. **WF** No grade points assigned. Not computed in grade point average. **WP** No grade points assigned. Not computed in grade point average.

WX No grade points assigned. Not computed in grade point average. Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off- campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.) Westmont GPAs are calculated out to the 5th position (e.g., 3.26154) and rounded after that.

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).

THEORY GRADING POLICIES:

- Late assignments will incur a 10% deduction from the earned score for each day past the due date. After three days, the assignment will receive a score of zero No make-

- up assignments for missed deadlines or due dates.
- If absent on a day when a quiz or exam – Please see policy #201 Attendance/Tardiness/ Engagement
- Students will not be allowed to retake any exam or quiz on which an unsatisfactory grade was earned.
- All course final examinations will be comprehensive.
 - Absolutely no make-ups for final exams.

CLINICAL ASSIGNMENT POLICY

- All required clinical paperwork must be submitted/uploaded on time in order for the assignment to be accepted as complete. It is each student's responsibility to ensure assignments have been submitted and communicated to the instructor for any delays.
- Each day clinical paperwork is late 10% will be deducted from their earned score; ***PAPERWORK TURNED IN 3 DAYS LATE WILL EARN A ZERO.***
- Students will be graded weekly on their clinical performance (see Weekly Clinical Performance Evaluation)
- Students will be graded on all clinical assignments (see canvas, care plan grading rubric for specific instructions). Students must achieve a passing score in order to pass clinicals.
- If an assignment turns up missing the student is responsible for turning in the copy or redoing the entire assignment if a copy was not retained; late policy applies to missing assignments.
- **ALL CLINICAL PAPERWORK MUST BE DONE ON THE APPROVED WESTMONT CLINICAL FORMS. NO EXCEPTION**

CLINICAL GRADING POLICY

- Clinical will be graded on a Pass/Fail (P/F) basis. **All clinical days and assignments must earn a passing grade in order to pass clinicals.**
- If a student earns repeated 1s or a zero on their Weekly Clinical Performance Evaluation they will receive a clinical opportunity or academic alert. If there is not enough time in the semester to remediate the deficiency the student will earn a failing grade in clinical.
- Administration of medications must be performed accurately to pass clinical within the guidelines of Westmont Nursing Policies and California Nurse Practice Act.
- **MEDICATION MAY BE GIVEN ONLY WHEN THE INSTRUCTOR IS PRESENT.**
- A student must be prepared to safely give medications. If not, that student will be unable to give medications for that day. If a student is pulled off medication administration more than two times, that student will not pass the semester clinical experience.
- Students may only have medications for one patient at a time and must review the medication administration policy at the hospital.
- If a student does not earn a passing grade on a clinical assignment, they will receive a clinical opportunity and/or academic alert and must re-submit assignment by revised due date and earn a passing grade on resubmission. A second failing score will result in clinical failure.
- If a student earns a failing grade on a clinical assignment based on being late, they will

receive a clinical opportunity and/or academic alert.

- **Final care plans for the clinical course MUST earn a passing grade without the need for remediation in order to pass clinicals.**
- A student must pass the Medication Proficiency exam each semester with a grade indicating 100%, prior to passing medications in the clinical setting. There will be two (2) retakes. (Medication Proficiency policy #209).

The clinical instructor may dismiss the student from the clinical setting (resulting in an absence from clinical and a zero for the clinical day) if the student demonstrates unsafe clinical performance or professionalism per Policy #104 Professional Conduct.

THEORY AND CLINICAL REMEDIATION:

- The student is expected to attend pre-scheduled exam remediation if a score less than 80% was earned. The instructor will notify students at the beginning of the semester of the dates and times of exam remediation.
- The student is expected to schedule a meeting with their clinical instructor if they earn a score less than 80% on their daily care plan.

Instructor Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE- approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Incompletes

An "Incomplete" is a temporary grade assigned to students who merit additional time because of circumstances beyond their control such as serious illness, accident, or death in the family. A grade of "I" must be made up within six weeks following the last day of final examinations in the semester, or it will automatically be changed to F. The following guidelines should be considered when recording a temporary grade of "Incomplete" (I) for a student:

- The Incomplete is in the best academic interest of the student and/or the faculty member.
- The student will not be given unfair advantage over other students in the course as a result of having six additional weeks in which to complete the work.
- The material to be completed can be completed independently, or the faculty member will be available for supervision.
- Both the faculty member and the student accept the responsibility of the deadline for removal.
- The student is aware of the effect an Incomplete may have on his or her academic standing. Procedure for giving Incomplete:
 - The student should arrange with the instructor for an Incomplete in advance of the end of the semester.
 - The instructor will post the "I" grade, with the expiration date specified by the

- Student Records Office by the published deadline.
- The deadline for removal of the Incomplete is six calendar weeks after the last day of final examinations in which the Incomplete was given.
- An incomplete grade that is not removed by the deadline (expiration date) will be changed to an "F" and will be calculated in the student's GPA. Faculty must submit a Grade Change form to the Student Records Office to remove an incomplete grade.

Repeating Courses

Students may repeat nursing courses they have not mastered once, a second non-mastery results in dismissal from the program without re-entry.

Changing a recorded grade

An academic transcript is a record of all courses taken, all grades received, all degrees earned and any academic honors earned during a student's enrollment at a college or university.

Amending an academic record is rarely done, except in cases where an administrative error was made in the initial grade recorded.

To change a grade due to an administrative error the faculty member should submit a Change of Grade Form, available in the Student Records Office.

Students who believe that a course grade was assigned in error have one year from the end of the semester in which the grade was recorded to request a grade change. Requests should first be submitted in writing, directly to the professor. If the matter is not resolved with the professor, the decision may be appealed to the department chair. If the matter remains unresolved or if the department chair is the instructor for the course, the decision may be appealed to the Provost. Requests to the professor and any subsequent appeals must be in writing and include a statement outlining and supporting the specific grounds on which the student is appealing. The Provost's decision on the appeal is final, and no other office will accept or review appeals following the decision.

On rare occasions, when a student has experienced extreme circumstances during a semester, that student may petition for an exception to this policy. Petitions for such changes should be submitted to the Registrar and must be approved by the Academic Senate and the Provost.

Mid-term grading

Examinations designated as "mid-terms" are neither required nor encouraged. However, students whose progress is below 75% (based on quizzes, papers, care plans, clinical skills, class participation, attendance, etc.), will receive an Early Academic Alert.

Policy #209 Medication Proficiency Exam

Date written: 05-10-2022 Last Date reviewed: 8/26

Last Date Revised: 8/26

Purpose:

The U.S. Food and Drug Administration (FDA) receives more than 100,000 U.S. reports each year associated with a suspected medication error. FDA reviews the reports and classifies them to determine the cause and type of error. The reports come from drug manufacturers, and healthcare professionals and consumers through MedWatch, the Agency's safety information and adverse event reporting program. Serious harmful results of a medication error may include:

- Death
- Life threatening situation
- Hospitalization
- Disability
- Birth defect

Retrieved from [FDA-MedWatch-Adverse Reporting Program](#).

This policy provides a clear understanding of the requirements needed for students to take and pass the Medication Proficiency Exam to progress through the nursing program.

Procedure:

All students will take and pass the Medication Proficiency exam in Pharmacology, Beginning, Intermediate, and Advanced M/S/G (Each exam will include questions related to semester courses – ex. Beginning MSG exam to include specialty questions). Medication questions will also appear in each theory course quizzes or exams, including Pediatrics, Obstetrics, and Mental Health.

1. Each Medication Proficiency Exam will be 20 questions, including calculating safe doses.
2. The student must pass Medication Proficiency Exam with 100%.
3. Students will have three attempts at passing the Medication Proficiency Exam.
4. If a student does not pass the medication proficiency examination, the student will complete the remediation requirements below. Be advised that the instructor may recommend remediation components that are more than the requirements below.

All of the remediation requirements must be completed prior to retesting. **Students must bring remediation documentation to retest. Failure to bring completed remediation documentation to retesting will result in a failure of that exam attempt.** ALL requirements must be completed successfully before the student may administer medication in the clinical setting.

Failure to successfully pass the competency exam after three attempts will result in dismissal from the program based on safety. A student who is dismissed from the program based on failure to pass the medication administration competency exam in three attempts is eligible for re-entry into the program; however, the failure will count as a program failure.

Minimum Remediation Requirements

After the first failure, the student will (in the order listed):

1. Complete assigned remediation as instructed by faculty (see ***Medication Proficiency Remediation Form***).
2. Submit Medication Proficiency Remediation Form to the faculty administering the second attempt. The remediation and the remediation form must be completed in order to retest.
3. Re-take the medication proficiency exam. The student may not retest the same day that remediation is completed.

After the second failure, the student will (in the order listed):

1. Complete assigned remediation, as instructed by faculty (see ***Medication Proficiency Remediation Form***).
2. Submit Medication Proficiency Remediation Form to the faculty conducting the faculty-led remediation. The remediation and remediation form must be complete with all signatures.
3. Successfully pass (with a 100%) a practice medication proficiency exam.
4. Re-take the medication proficiency exam. The student may not retest the same day that remediation is completed.

Policy #210 Skills Proficiency Testing

Date written: 10/22 Last Date reviewed: 8/26

Last Date Revised: 8/26

Purpose:

This policy provides a clear understanding of the requirements needed for students to take and pass skills competency testing in order to progress through the nursing program.

Procedure:

Throughout the program, students will be required to demonstrate competency and proficiency in the performance of level appropriate skills. The skills can be live in person, or a video recording submitted. Prior to submitting any video recordings, students must read, sign and upload Westmont ABSN confidentiality and consent to video and photograph for the skills and simulation lab agreement.

If a student does not pass their skills/recorded testing the first time, the student will complete the remediation requirements below. Be advised that the instructor may recommend remediation components that are more than the minimum requirement below. Students are required to schedule an appointment with the faculty or his/her designee to facilitate completion of the remediation plan.

All of the remediation requirements must be completed within one week of notification of failure of the initial skills testing and ALL requirements must be completed successfully before the student may perform this skill in the clinical setting.

All video recorded testing must contain the following statement at the beginning of each video: "As a responsible and ethical learner, I will uphold personal integrity by not engaging in any form of cheating, unauthorized collaboration, fabrication, falsification or any other act that compromises the integrity of this skills testing recording."

Minimum Remediation Requirements

After the first failure, the student will (in the order listed):

1. Practice hands-on skill(s), as instructed by faculty below by due date.
2. The student may not re-test the same day that remediation is completed, due date for video or re-test date will be included in the ***Skills Remediation form***.
3. Once the student completes the skill re-test:
 - a. Live re-test –
 - i. If successful - Upload signed Skills Remediation form and re-test checklist in Canvas assignment by due date.
 - ii. If unsuccessful - Upload signed Skills Remediation form, new Remediation form and re-test checklist in Canvas assignment by due date.
 - b. Video re-test – Upload signed Skills Remediation form and video in Canvas assignment by due date.

After the second failure, the student will (in the order listed):

1. Follow remediation and re-testing instructions as delineated in the ***Skills Remediation form*** to be filled out by Faculty.
2. The student may not re-test the same day that remediation is completed, date and time of live competency testing (no video recorded skills testing will be allowed for the 3rd attempt) will be included in the Skills Remediation form.
3. The student will re-test with a different faculty member.
4. If the student successfully completes the skill re-test, the student will upload the signed Skills Remediation form and checklist into Canvas assignment.

Failure to successfully pass skills testing after three attempts will result in dismissal from the program based on safety. A student who is dismissed from the program based on failure to pass the skills proficiency testing in three attempts is eligible for re-entry into the program; however, the failure will count as a program course failure.

Policy #303 Background Check

Date written: 10-2020

Last Date reviewed: 8/26

Last Date Revised: 8/23

Purpose:

To comply with the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), and state and local regulations for healthcare providers, nursing students and faculty are required to have a clear criminal background check in order to participate in placement(s) at clinical facilities. An initial background check will satisfy this requirement during continuous enrollment in the program. Should the student's educational process be interrupted, a new background check will be required.

Procedure:

1. Background checks will minimally include the following;
 - a. Social Security Number Trace
 - b. Felony Criminal Conviction Record Search
 - c. Combined OIG/GSA Excluded Parties/Debarment Search
 - d. Sex Offender database Search
2. Students will be unable to attend clinical facilities for the following conviction(s):
 - a. Murder
 - b. Felony assault
 - c. Sexual offenses/sexual assault
 - d. Felony possession and furnishing (without certificate of rehabilitation)
 - e. Felony drug and alcohol offenses (without certificate of rehabilitation)
 - f. Other felonies involving weapons and/or violent crimes.
 - g. Class A and Class B misdemeanor theft
 - h. Felony theft
 - i. Fraud
3. Students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago.
4. Students must provide the school with information allowing the school (and clinical facilities as necessary) access to/ability to perform the background check. If the student's record is not clear, the student will be responsible for obtaining documents and having the record corrected to clear it. If this is not possible, the student will be unable to attend clinical rotations. Clinical rotations are a mandatory part of nursing education; therefore, the student will be ineligible to continue in a school of nursing.
5. The school will be contracted with the Screening Company to provide the background checks.
6. This same type of background screening will occur again when the student re-enters the nursing program and when the student applies for the National Council Licensure Exam for Registered Nurse (NCLEX-RN) through the Live Scan fingerprinting process. When they

submit their application for NCLEX they will also be required under law to report all misdemeanor and felony convictions even if they have been expunged or a court diversion program has been completed.

7. **Student must inform the Program Director of any new offense that occurs during the program.** The Program director will confer with the BRN, Westmont legal as to the ability for the student to be eligible to apply for the NCLEX-RN.

Expenses: It may be necessary to pay a Nursing Program fee for background checks.

Policy #117 Technical Standards for Nursing Students

Date written: 07-2021 Last Date reviewed: 8/26

Last Date Revised: 8/22

Reference:

Ailey, S. H., & Marks, B. (2017). Technical standards for nursing education in the 21st century. *Rehabilitation Nursing*, 42(5), 245-253. Doi: 10.1002/mj278
<https://www.aacnnursing.org/EDUCATION-RESOURCES/TOOL-KITS/ACCOMMODATING-STUDENTS-WITH-DISABILITIES>

Purpose:

The purpose of this policy is to guide the Admission Committee in the selection of students who have the technical preparation for the Nursing program.

Process:

The technical standards in this document apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of non-academic essential functions of the curriculum involving physical, cognitive, and behavioral factors that are essential to a professional nurse.

More specifically, a student in the Nursing Program must have adequate abilities and skills in the following five areas: 1) **Observation** 2) **Communication** 3) **Sensory and Motor Function** 4) **Intellectual, Conceptual, Integrative, and Quantitative Abilities**, and 5) **Behavioral and Social Attributes**.

1. **Observation:** A student must be able to observe a patient accurately at a distance and close at hand to assess patient cues and data (e.g., respiratory effort, gait, posture, and appearance). Observation necessitates the functional use of the sense of vision and other sensory modalities. A student must be able to integrate all information visually and through the other senses.
2. **Communication:** The student must communicate effectively both verbally and non-verbally to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner, and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.
3. **Sensory and Motor Function:** The student must have sufficient sensory and motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The student will be required to coordinate both gross and fine muscular movements, equilibrium, and functional use of the senses of hearing, touch, and vision. More specifically, the student must be able to exercise such fine motor skills as to adequately perform laboratory tests, procedural skills, perform required general nursing care and emergency treatments. The student must exercise such level of dexterity, sensation, and visual acuity as to accurately complete such processes as administering intravenous medication, making fine

measurements of angles and size, measuring blood pressure, respiration and pulse, performing physical examinations, and performing therapeutic procedures and standardized procedures. The student must be able to accurately differentiate percussive notes and auscultatory findings, including but not limited to, heart, lung, and abdominal sounds, as well as discern normal and abnormal findings using instruments such as stethoscopes, sphygmomanometers, and physiological monitoring devices. A student must be able to transport himself or herself in a manner which provides timely response in both general and emergency care situations. Moving patients and engaging in some procedures such as CPR will require a necessary level of strength.

4. **Conceptual, Integrative and Quantitative Abilities:** A student must have the intellect necessary to quickly analyze situational and clinical problems to formulate appropriate judgements and interventions. These intellectual abilities include numerical recognition, measurement, calculations, reasoning, and analysis judgment, and synthesis. The student must be able to identify significant findings from the patient's history, the physical examination and laboratory data, provide a reasoned explanation for likely diagnoses and choose appropriate medications, nursing interventions, and therapy. The ability to incorporate new information from many sources in formulating diagnoses and plans is essential. Clinical judgment in patient assessment, diagnostic and therapeutic planning is essential in the nursing process. When appropriate, students must be able to identify and communicate the limits of their knowledge to others.
5. **Behavioral and Social Attributes:** A student must possess the emotional health required for full use of his or her intellectual abilities, exercise good judgment, and the prompt ability to care for patients and aggregates. The development of mature, sensitive, effective and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, inclusivity, interpersonal skills, interest and motivation are all personal qualities that are desired in a health professional and assessed during admissions and throughout the education program.
6. **Ability to Manage Stressful Situations:** The student must be able to adapt to and function effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program-related.
7. **Ethical Standards:** A student must demonstrate the ability to reason morally and practice nursing in a professional ethical manner. This includes all practice and academic settings working with patients, families, aggregate, community populations, faculty, peers, and all members of the healthcare team. Ethical standards further guide nursing practice to provide equitable care, embrace inclusivity, and value diversity of our clients. Professional nursing practice is held to a high standard as outlined by the American Nurses Association Code of Ethics with interpretive statements (ANA, 2015).

In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for classroom accommodations. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the nursing programs must also request an assessment of the types of reasonable accommodations needed for the clinical training component of the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically of (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, and quantitative abilities; (5) essential behavioral and social attributes; and (6) ability to manage stressful situations. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers.

Westmont College will provide reasonable accommodations to students with disabilities otherwise qualified to complete the essential functions of the curriculum. However, such essential functions must be completed by the student in a reasonably independent fashion. The safety and welfare of a patient shall never be put in jeopardy.

Policy #305 Health Clearance and Injury in the Clinical Setting

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 2/26

Purpose:

To assist the student in understanding the physical demands of the student in the clinical learning experience and to identify a process for the safe care of students who may be injured during the clinical experience. Following is the physical and technical standards required for the Westmont College Nursing Program.

Westmont College's Nursing Program is a rigorous and intense program that places specific requirements and demands on the students accepted into the program. The physical, sensory, mental, and technical standards establish the essential qualifications required for safe and competent performance of the duties and skills needed for this occupation. If a student believes that they cannot meet one or more of the physical technical standards without accommodations or modifications, Westmont College will determine, on an individual basis, whether or not necessary accommodations or modifications can reasonably be made.

1. Physical strength to lift, to move, to push, or to carry a minimum of 35 pounds.
2. Physical and mental stamina to remain upright for extended periods of time and be able to move to and from various locations using stairs, ramps, and/or elevators within a clinical or hospital setting.
3. Physical agility to retrieve or place items in locations higher than 6 feet and/or those placed at floor or low levels.
4. Fine and gross motor dexterity to manually write or input information using a computer device or keyboard and/or to connect various equipment items, secure or remove hoses, hooks, or electrical plugs, or manipulate cabinet locks and doors.
5. Visual acuity to distinguish color, numbers, data, graphs, and words on instrument monitors and panels, and view physical characteristics of others.
6. Hearing at a level to discern various emergency sounds coming from vehicles, equipment, and/or people, within and not within visual sight.
7. Hearing acuity to accurately locate and distinguish words or sounds coming from diverse sites within any laboratory, clinical or hospital.
8. Verbal competence in correct and clear pronunciation of words for exchange of information, follow through on tasks, or for dialog with others.

Procedure:

1. All students admitted to the ABSN program will have a health clearance from their primary care provider in accordance with this policy (see attached form).
2. All students will sign the Acknowledgement of Responsibility form, stating that they are responsible for maintaining health insurance throughout the program in order to have coverage in the case of an injury or accident.
3. Students are responsible to report to their clinical instructor if ANYTHING changes in their health status that could potentially affect their ability to perform patient care safely.
4. Students will need to get clearance from their primary care provider again, prior to resuming

clinical learning experiences. This includes any learning experiences in the skills or simulation labs. The student is responsible for providing the clearance to the program director.

5. In the case of an emergency, the student must be rendered immediate care in the clinical setting, following the agency's policy. If there are not emergency services at the clinical setting where injury occurred, the student will be transported to the nearest Emergency Department.
6. The faculty will investigate what caused the injury and complete all hospital and college required reports and paperwork.
7. The faculty will notify the Program Director within 24 hours of the injury, or sooner if urgent in nature.

Policy #307 Health Screening and Immunization

Date written: 10-2020

Last Date reviewed: 8/26

Last Date Revised: 8/25

Purpose:

To prepare the student for their clinical practice with the assurance their health and immunizations are up to date as they care for a variety of vulnerable populations.

Westmont College's Accelerated Bachelor of Science in Nursing Program is a rigorous and intense program that places specific requirements and demands on the students accepted into the program. The physical, sensory, mental, and technical standards establish the essential qualifications required for safe and competent performance of the duties and skills needed for this occupation. If a student believes that they cannot meet one or more of the physical technical standards without accommodations or modifications, Westmont College will determine, on an individual basis, whether or not necessary accommodations or modifications can reasonably be made.

Procedure:

Prior to starting clinical rotations, the Nursing Department requires each student to have a medical clearance, immunizations, and photocopies of each document. The documents **must** be provided to the Program Coordinator, Faculty, their designee, or uploaded to CastleBranch as directed.

The items listed below are required for re-entrance into the Nursing Program. Because items, such as health clearances, may take several weeks to complete, it is recommended that the student start this process early. It is the student's responsibility to ensure completeness of all items by the re-entry date.

The Nursing Department requires each student to have the following:

- See Policy #101

IMPORTANT: It is the student's responsibility to ensure that all items are current and active throughout their participation in the nursing programs, and to provide photocopies to the Clinical Coordinator, CastleBranch or designee of all updated documentation. As we comply with the most restrictive contract clinical facility, these items include but are not limited to:

1. Annual malpractice renewal
2. Annual influenza vaccination
3. Annual tuberculosis screening
4. MMR series or positive titers
5. Varicella series or positive titer
6. COVID vaccine
7. 10 year Tdap immunization
8. Biennial BLS renewal

Failure to comply with these requirements will interfere with the student's participation in clinical rotations, resulting in delay progressing through the program. If a student is non-

complaint with above, they may not attend clinicals and will receive a clinical absence. A student with a health condition that has any safety consideration (i.e., pregnancy, seizure disorder, diabetes, surgery, injury, infectious disease, emotional problem, etc.) is required to notify the faculty and the Program Director in writing as soon as the condition is known. The student must submit a written medical clearance by the attending provider assuring no limitation to participation in the clinical experience prior to being allowed into the clinical area. The clinical instructor may make assignment modification(s) as necessary.

Policy #304 Impairment in Skills/Simulation Labs or Clinical

Date written: 10-2020

Last Date reviewed: 8/26

Last Date Revised: 7/24

Purpose:

The purpose of this policy is to ensure nursing students understand there is no tolerance for any type of impairment (alcohol or drug use/abuse, or erratic behavior related to mental illness) of the student when on campus, in the Skills/SIM lab, or in the clinical setting. Students with mental or emotional illness will seek help or be assisted by the college to find help.

Procedure:

Westmont College agrees and abides by the regulation of the Board of Registered Nursing for impairment of students.

1. Faculty have the authority to remove any student from school, skills/SIM lab, or clinical setting who is suspected of being impaired by alcohol, drugs, or emotional distress or mental illness, providing privacy and confidentiality to the student to the best of their ability.
2. Students who are impaired by or demonstrate characteristics of chemical dependency or mental illness, will be directed to seek appropriate assistance through a health care provider and provide the nursing program with proof of treatment.
3. Students who appear impaired and/or unsafe will be escorted to the nearest appropriate health care facility by Westmont faculty for further evaluation and testing.
4. Students will earn a clinical absence and will need clearance from health care provider in order to return to class and clinicals.
5. If a student is convicted of a felony as a result of these impairments, they must show evidence of rehabilitation when submitting their application for licensure.
6. Violation of the Westmont College Student policies will be subject to the full range of disciplinary consequences, including expulsion from the college.

Policy #212 Skills and Simulation Laboratory Policy and Guidelines

Date written: 10/20

Last Date reviewed: 8/25

Last Date Revised: 8/25

Purpose:

All nursing students are encouraged and advised to practice in the Skills and Simulation Laboratory at Westmont Downtown Campus. Students will have the opportunity to practice their nursing skills taught in lab, lectures, and clinical settings with faculty and independently while supervised and assisted by faculty instructors.

Westmont Downtown Grotenhuis Nursing faculty have developed and designed the simulation and skills laboratory to simulate the clinical setting with resources for student success. While in the simulation and skills labs, your behavior, attitude, and attire should mirror the professional behavior you are required to have in the clinical setting. Students must adhere to the Rules and Expectations of the Simulation and Skills Lab below.

All simulations and scenarios will be facilitated by a faculty member designated as a facilitator. At Westmont Downtown, Grotenhuis Nursing a facilitator is the educator that assumes responsibility and oversight for managing the entire simulation-based experience.

All simulations will follow the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice to provide for a safe and consistent learning environment.

To have a positive and safe experience in the lab, students and faculty are asked to review and follow these guidelines.

Procedure:

GENERAL:

All supplies, equipment, and technology in the lab is for practice and educational purposes only and are not to be removed from the lab. All practice sessions are to be supervised by faculty.

1. Students must check in and out of lab with the lab instructor.
2. For open lab hours, a uniform is not required but closed-toe shoes are required, and Westmont ID must be worn in plain sight at all times.
3. Skills Lab faculty will post available hours on the SignUp Genius Open Lab Calendar. Students will sign up for open hours on the Sign-Up Genius.
4. Open lab hours may change due to lab faculty availability, changes in class schedules requiring lab time and clinical times. If no students have signed up for Open Lab hours 24 hours prior to the posted time, Lab faculty has the right to cancel the hours.
5. If students sign up for hours that need to be canceled, students will be informed and Lab faculty will try to find another time for lab practice.
6. No eating or drinking in the labs at any time.
7. Students are able to practice with low fidelity/static mannequins at any time. Practice with the High-Fidelity Mannequins (SimMan 3G, SimMom) must be scheduled with lab faculty.

8. Notify lab faculty of any Latex Allergy. Equipment may contain latex. Most equipment and supplies try to find alternatives to natural latex, but it may be present in the lab. Equipment that may contain latex: veins in IV arms, mannequin veins, foley catheters, and some internal mechanics.
9. In the event of a campus emergency, please remain calm and follow directions of the campus emergency policy.
10. If any of the scenarios are to be recorded, students will know prior to recording. Recordings are used for educational purposes only and are deleted after class. If the recording is to be kept, permission from students will be required and obtained.
11. Please refer to the Rules and Expectations of the Simulation and Skills Lab below for further instruction.
12. Lab will be closed when the college is closed.
13. Former students or nurses not employed by Westmont College may not instruct current students in the lab

ERGONOMICS:

1. Adhere to the principles of body mechanics while lifting, moving, or positioning mannequins or practicing any nursing skill.
2. When lifting or moving mannequins use safe patient handling devices to prevent injury to yourself and others.
3. Lock wheels on all beds, stretchers, and wheelchairs.

INFECTION CONTROL:

There are no blood products, blood or bodily fluids used in the labs. All blood products, blood or bodily fluids used in the lab are simulated for learning purposes.

Do not inject, infuse, apply or inhale any simulated products into yourself or another person.

1. Perform proper hand hygiene before and after practice sessions.
2. Maintain standard precautions similar to the clinical setting.
3. Dispose of all gowns, gloves, masks properly after use.
4. Dispose of open needles and syringes in the SHARPS containers located on the walls in the lab. Use needles only once and discard.
5. Do not infuse any fluids into mannequins or training models unless directed by lab faculty.

PHYSICAL SPACE:

All lab resources are intended for educational and instructional use only.

1. Beds are to remain in the lowest position possible when not in use and wheels are to be locked.
2. Do not remove mannequins, equipment, or supplies from beds unless directed by Lab Faculty.
3. Practice supplies are available in the lab for use and additional supplies can be requested. If supplies are found to be running low, please inform Lab Faculty.
4. No outside personal medical equipment or supplies are to be brought into the lab.
5. Workspaces, floor, and beds will be left clean, orderly and ready for the next student to use. Please report any spills or equipment out of order to Lab Faculty.

ELECTRICAL:

All lab resources are intended for educational and instructional use only.

1. No liquids should be present near computers, work stations, or carts.
2. If you unplug a piece of equipment, plug it back in when finished.
3. Frayed plugs or cords are not to be touched and are to be reported immediately to Lab Faculty.
4. Report any malfunctioning equipment to the faculty or staff.
5. No oxygen or electrical supply is simulated in the head wall units in building 26 W Anapamu.

SIMULATED MEDICATIONS, IVS, INJECTIONS AND SHARPS:

All medications, IVs, and blood products are intended for educational and instructional use in the lab only. Do not inject, infuse, apply, or inhale into yourself or another person.

1. Dispose of all opened and used needles and syringes in the SHARPS containers located in the Simulation and Skills Lab. **DO NOT RECAP NEEDLES .**
2. Do not remove any medications, IVs, simulated blood products, syringes, or needles from the Lab.
3. Do not bring any outside medications, IVs, blood products, syringes or needles into the Lab.
4. Report any needlesticks to faculty, wash with soap and water and apply band aid.
5. Follow all safety guidelines for medication administration and use of SHARPS containers as demonstrated by your instructor.

Skills and Simulation Lab Expectations and Clean Up

- Absolutely no food, drinks or gum in the Lab
- No Pens! Pencils only
- Clinical Uniform to be worn on Skills Lab Day - Uniform, closed toe shoes, long hair worn up, and ID badge on.
- Clean Blankets and sheets pulled up neatly with bed made.
- All dirty linens place in the blue hamper
- Overbed table clean and tidy with water pitcher, cup and call light and placed over bed.
- Oxygen and suction tubing neatly placed on headboard.
- All hygiene supplies are placed neatly in the bath basin and can be stored in the drawers of the bedside table.
- Bedside cabinet neat, all extra items put away.
- Vital machine attachments (BP cuff, SpO2 cable, thermometer and probes) cleaned and placed neatly in the attached storage units. No cords or cables wrapped around pole, wheelbase, or dangling on floor.
- Vital machines put in the back of the lab with as many plugged in as wall sockets allow.
- No items left on Omnicell or medication cart.
- All sharps must be discarded in sharps boxes, if boxes are full please alert Lab faculty.
- No extra items left on counter by the sink.
- All items brought into lab put back in their respective storage closet, shelf, classroom, etc.
- Nothing left on the floor, on bedside cabinets, or counter tops.
- If supplies are noted to be low or missing, please notify the lab instructor.

PLEASE BE RESPECTFUL AND LEAVE THE LAB CLEAN.

Policy #213 Open Skill Lab Policy and Procedure

Date written: 12/22 Last Date reviewed: 8/26

Last Date Revised: 8/26

Purpose:

To standardize and economize the lab hours for students and faculty.-

Procedure:

Skills Lab faculty will post available hours on the SignUp Genius Open Lab Calendar. Students will sign up for open hours on Sign-Up Genius, limit 4 hours of lab time per week, and will indicate what skill they will be practicing in the comment section. This is to provide the skills lab faculty with the information needed to appropriately stock and set up the lab and devices necessary to practice skills.

For skills practice that requires extra time and effort for lab faculty to prepare and clean up, certain lab hours will be dedicated to that skill. The lab hours posted in the SignUp Genius calendar will be clearly labeled as such. For example, lab hours are dedicated to the skill of practicing IV insertion and IV medications, the lab hours will be labeled as such, and students will be able to sign up for the hours to come to practice these specific skills. Faculty also has the authority and ability to change open lab hours to a certain skill if 4 or more students sign up for that skill, students request a skills clinic day, and/or faculty notices there is a need for skills practice. Additional skills clinic days are at the discretion of the Lab faculty.

Students that are a no-show, or more than 15 minutes tardy, or failure to cancel within 2 hours for the lab hours they had signed up for will receive a warning and reminder of policy. After a second tardy/absence, the student will be required to clean the lab for one hour within 7 days from the missed appointment and must contact the lab coordinator directly to sign-up for lab hours for the remainder of the semester. Faculty understand that events outside of a student's control can keep them from the lab hours they had signed up for. Faculty requests that students cancel lab hours via SignUp Genius at least 2 hours in advance but any type of notification at any time is required. The faculty is willing to work with students and try to find new times to make up lab hours.

Lab faculty have the right to cancel and close the lab if no students have signed up for available hours up to 2 hours before said lab times. Lab faculty also reserves the right to move or cancel lab hours that students have signed up for but will be responsible for working with the students to find new times that work for the students.

Student Professionalism/Expectations/Responsibilities

Communication

Current Address/Telephone Number/Name

The student is required to ensure the Nursing Office and registrar has a current address and working telephone number on file. All applicable phone numbers must be provided (cell phone, emergency contact number, etc.). This information will be kept confidential unless the student requests otherwise, in writing. Any changes must be updated in both the Nursing department and Waypoint.

Email Address

All students are required to use the Westmont College assigned email address for communication with Faculty and staff. Under no circumstances will the Program use a student's personal email address.

Policy #104 Professional Conduct

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 8/26

Purpose:

Westmont desires to be a redemptive community. In order for this to occur, the college believes that students need the opportunity to learn and grow through accepting responsibility for their actions. While correction within a community is sometimes a difficult, awkward, and painful process, it can and should be an opportunity for significant growth in students' lives.

Students should conduct themselves in a professional and ethical manner at all times.

Refer to the Westmont College [Student Life Handbook: Policies, Procedures, & Resources](#) for specific guidelines for all Westmont students.

Nursing students are expected to conduct themselves professionally in all settings of their educational experience, including class, clinical, lab, volunteer activities, and in any setting while representing Westmont Nursing. Nursing students are privileged to care for patients who share intimate details about their lives. Nursing students are responsible and accountable for patient safety. This includes providing safe and competent care at a semester-appropriate level.

Nursing students and nurses protect patient privacy, keeping this information confidential. Nursing students will follow HIPAA guidelines, no pictures or videos will be taken, and patient information will not be shared with anyone or on any social media platform. All course/clinical documentation will de-identify the patient; using student initials only, no physician or nurses' names, and no unit identifiers.

Nursing students will come to class and clinical rested and ready to learn. An alteration in behavior secondary to mental illness, drugs, alcohol, or both will not be tolerated. Nursing students are held to a higher standard of respect for self and others.

1. If unprofessional conduct is determined, the student will be immediately removed from the clinical site or classroom.
2. The faculty of record will complete a report and a meeting will be scheduled with the faculty, student, and Program Director.
3. Depending on the incidence, investigation, and outcome, a student will be dismissed from the program if conduct is egregious.

Definitions & Guidelines:

Guidelines for Professional Conduct/Behavior

The California Nursing Practice Act requires its practitioners to be fully accountable for their clinical decisions and actions. Accountability means that they will be, at all times, willing to learn and practice nursing with commitment and integrity. Furthermore, this means being attentive and responsive to the needs of individual clients and colleagues. As the student acquires nursing knowledge, skills, and attitudes, they will develop competencies, and assume professional responsibilities shaping a caring and compassionate attitude in order to provide the

highest quality of care to all individuals entrusted to our care. Westmont College Nursing program supports and utilizes the guidelines outlined by the American Nurses Association (ANA), the California Nursing Practice Act (NPA), The Joint Commission (TJC), Quality and Safety Education for Nurses (QSEN), and Westmont College Student Life expectations. Each student shall make every effort to adhere to these mandated guidelines as they shape the conduct and behaviors required of a professional nurse.

Nurses Code of Ethics

The development of a code of ethics is an essential characteristic of a profession and provides means whereby professional standards may be established, maintained, and improved. A code indicates a profession's acceptance of the responsibility and trust with which it has been invested. Each practitioner, upon entering a profession, inherits a measure of that responsibility and trust and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. A code of ethics for the American Nurses' Association was originally formulated and adopted by the membership in 1950. The original code has undergone revisions in the intervening years.

Preamble

The Code for Nurses is based upon the belief 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 interpretations provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

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 optimum care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must

articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy and its practice, and for shaping social policy. (ANA, 2015)

California Nursing Practice Act (Division 2, Chapter 6, Article 1, Section 2725)

The practice of nursing means those functions, including basic health care, that help people cope with difficulties in daily living that are associated with their actual or potential health, or illness problems or the treatment thereof, and that require a substantial amount of scientific knowledge or technical skill, including the following:

1. Direct and indirect patient care services that ensure safety, comfort, personal hygiene, and protection of patients; and the performance of disease prevention and restorative measures;
2. Direct and indirect patient care services, including, but not limited to, the administration of medications and therapeutic agents necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist;
3. The performance of skin tests, immunization techniques, and the withdrawal of human blood from veins and arteries; and,
4. Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and determination of whether the signs, symptoms, reactions, behavior, or general appearance exhibit abnormal characteristics, and implementation, based on observed abnormalities, of appropriate reporting, referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures.

The Joint Commission: National Patient Safety Goals

The faculty upholds the National Patient Safety Goals to protect the safety of each patient in healthcare settings such as hospitals, nursing homes, ambulatory facilities and community facilities. These are incorporated into the curriculum throughout the Program.

Quality and Safety Education for Nurses

The faculty supports the QSEN competencies in preparing our graduates to provide safe, high quality patient care in today's complex health care environment. These are incorporated into the curriculum throughout the program.

PROGRAM SPECIFIC PROFESSIONAL BEHAVIORS

The Westmont College Nursing student is expected to conduct themselves in a professional manner at all times while in uniform and/or while representing the school.

-The following standards of professionalism are considered mandatory for all nursing students:

1. Preparation for assignments (for both lectures and clinical)
2. Be honest at all times
3. Effective communication (both verbal and non-verbal)
4. Professional attitude at all times
5. Effective teamwork/cooperation
6. Accepts and benefits from constructive criticism
7. Is responsible for their own learning, and helps promote an atmosphere, which facilitates

- maximum learning for their classmates
8. Recognition of the impact of one's behavior on others, especially patients; and modification of inappropriate behavior
 9. Accountability/ legal and ethical responsibilities

STANDARDS OF STUDENT CONDUCT

Unacceptable Behavior

Unacceptable behavior/conduct includes, but is not limited to, the following:

1. Interference with the learning of others
2. Excessive tardiness
3. Interruptions by excessively talking during class.
4. Intimidation of students and/or faculty (angry, hostile, or violent behavior)
5. Inappropriate non-verbal behavior
6. Inappropriate/provocative dress/appearance
7. Use of cell phones during class time
8. Dishonesty
9. Sexual harassment
10. Use of vulgar/obscene language
11. Any other behavior deemed by Nursing Faculty as unacceptable and which interferes with the learning or safety of others, including those behaviors and activities listed in the Westmont College Student Handbook

STANDARDS OF STUDENT CLINICAL CONDUCT

Nursing students are held to the same standards of care as those rendered by the graduate nurse. Nursing care is measured against the BRN "Standards of Competent Performance." The instructor will be the ultimate authority to judge student performance in the clinical and/or didactic setting. It is mandatory that the instructor have unquestioned authority to take **immediate** corrective action in the clinical area with regard to student conduct, clinical performance, and client safety (NPA: Article 3; Section 1425.1).

Students are expected to follow all Westmont Nursing student policies in addition to clinical site specific policies and procedures. In the event that the policies differ, the student will follow the most restrictive policy and consult with the clinical instructor for clarification.

- A STUDENT MAY BE REFUSED ACCESS TO ANY CLINICAL FACILITY FOR INFRACTIONS OF FACILITY RULES AND REGULATIONS.

The clinical instructor will dismiss the student from the clinical setting (resulting in an absence from clinical and a **zero** for the clinical day and care plan) if the student demonstrates unsafe clinical performance or unprofessionalism, leading to patient harm (potential/actual physical/emotional) or a violation of Westmont and/or facility policies.

CLINICAL ESSENTIALS

It is accepted that each client, or clients, for whom a nursing student provides care, has the right to receive safe nursing care. It is understood that it is essential to avoid a break in asepsis, or cause emotional jeopardy and/or physical jeopardy. It is also understood the nursing student will

provide caring nurse-client interactions. And lastly, it is understood the nursing student's performance will demonstrate a consistent integration of previously learned knowledge, skills, and attitudes. These areas of nursing function apply to every nursing situation at all times. The critical elements necessary to ensure safe nursing care for this program are:

Asepsis

Asepsis is defined as prevention of the introduction and/or transfer of microorganisms. Special consideration should be given to hand washing/use of hand sanitizer before and after the administration of each area of health care as required by principles of asepsis. The instructor should be realistic in evaluating violations of asepsis. The perspective of the client's well-being and safety are paramount, but 100 percent protection, and a germ-free state are idealistic goals, rather than realistic. It is essential to be mindful of the principles of asepsis.

Examples of clear violations include, but are not limited to, omitting one or more of the following:

1. Washing hands before implementing client care
2. Protecting self or client from contamination
3. Disposing of contaminated material in designated containers
4. Confining contaminated material to contaminated area
5. Establishing and/or maintaining a sterile field when required

Emotional Jeopardy

The student's behavior must not create emotional stress or create a non-therapeutic situation for the client.

Examples of clear violation include but are not limited to:

1. A student's use of words or body language that constitutes disapproval or disgust.
2. A student's use of overt or covert threats to elicit client's response and/or cooperation.
3. A student's use of probing, attacking-type questions when interacting with the client.
4. Any violation of client's legal protection, such as maintenance of confidentiality, which are protected under the Patient's Bill of Rights.

Physical Jeopardy

Physical jeopardy is defined as any action, or inaction, on the part of the student, which threatens the client's physical well-being. Because of the vast number of possibilities, the critical elements depend on the situation as judged by the instructor. There are no predetermined critical elements for physical jeopardy. The student is accountable for the assigned client's safety. Any time the client's safety is threatened through omission, such as not reporting a deterioration in the client's clinical condition, or by the student's incorrect action, the instructor will document and report describing the behavior of the student in clear terms.

Examples of clear violation include but are not limited to:

1. The student medicates a client with a central nervous system depressant and leaves the side rails down.
2. The student leaves a client, adult or child in a bed or crib with the side rails down or unattended in other precarious situations.

3. The student disconnects or interrupts a treatment (i.e., Intravenous therapy (IV), Nasogastric tube (NG), etc.), and does not reestablish the connection as required.
4. The student elevates urine collection bag in a closed drainage system above the level of the client's bladder.
5. The student administers medication incorrectly.

Caring

Caring is defined as a pattern of behavior that pervades the nurse-client interaction as characterized by attentiveness to others' experiences, the establishment of a trusting relationship with the client and/or significant other, and respect for the values, dignity and culture of others. Establishing communication with the client is a fundamental skill of a nurse. This is accomplished by introducing self; explaining purpose of the interaction; and using touch with a client who is unable to verbally communicate.

Examples of clear violation include but are not limited to:

1. The student does not encourage the client's expression of needs
2. The student does not respond to the client's verbal expressions
3. The student does not respond to the client's nonverbal expressions
4. The student does not facilitate goal-directed interactions by:
 - a. Explaining the nursing actions to be taken
 - b. Asking questions to determine the client's response to nursing care
 - c. Asking questions to determine the client's comfort level
 - d. Focusing communication toward client-oriented interest
 - e. Using language consistent with the client's level of understanding
 - f. Eliciting the client's choices/desires in the organization of care
5. The student uses verbal expressions that are overly familiar, patronizing, demeaning, abusive or otherwise unacceptable.
6. The student uses physical expressions that are overly familiar, patronizing, demeaning, abusive or otherwise unacceptable.
7. The student does not utilize interpersonal communication skills that respect the values, dignity and culture of others.

Performance

Performance is defined as a pattern of behavior that pervades the student nurse role is the ability to transition from a novice to expert student nurse, through the acquisition of skills and knowledge that builds upon all previously learned information. The student's performance and behavior should demonstrate a consistent integration of all previously learned content and skills, including but not limited to nursing pre-requisites.

Examples of clear violation include but are not limited to:

1. The student violates HIPAA regulations.
2. The student places a client in physical and/or emotional jeopardy.
3. The student breaks asepsis.
4. The student fails to correctly identify patients.
5. The student does not provide nursing care using a pattern of behavior that demonstrates caring.

6. The student fails to accurately demonstrate previously learned information or violates previously mastered principles/learning objectives in carrying out nursing care skills and/or delegated medical functions.
7. The student fails to transfer classroom knowledge to the bedside.
8. The student fails to recognize his/her limitations, and does not utilize the resources appropriately.
9. Abusing the use of their computer access at the various hospitals.
10. Inadequately and/or inaccurately utilizing the nursing process.
 - a. Not familiar with lab work
 - b. Inability to prioritize patient problems
 - c. Inability to provide patient specific nursing interventions
11. The student fails to administer medications using the “8” rights.
12. Not prepared to safely pass medications (dosage, side effects, parameters, route) using eight rights.
13. Needing to be pulled off medication administration more than two times for unsafe practice (11 and 12 above).
14. Assuming inappropriate independence in action or decisions.
15. Failing to recognize own limitations, incompetence and/or legal responsibilities.
16. Failing to accept moral and legal responsibility for his/her own actions; thereby, violating professional integrity as expressed in the Code of Ethics.
17. Failing to arrive to clinical prepared.
18. Failing to follow dress code.
19. Unsafe practice:
 - a. Failure to communicate worsening or significant findings in patient status to primary nurse or clinical instructor (ex. vital signs outside of normal range, IV infiltrated).
 - b. Medication administration without instructor present
 - c. Failure to comply with Westmont/clinical institution policies and procedures (ex. Obtaining more than one patients medications at a time, withdrawal of controlled substances without clinical instructor or primary nurse).
 - d. Failing to assume care of the assigned patient.
 - e. Failing to communicate to primary RN or clinical instructor if leaving the floor (accounts as patient abandonment).

A student involved in an adverse occurrence, which causes, or has the potential of causing serious harm to another, (client, staff, visitor, other student, etc.) may be dismissed from the program. A student may also be dismissed from the program for repeated occurrences of the above unacceptable behaviors or a demonstrated pattern of unprofessional behaviors.

Such an event(s) will be documented on an Academic Alert, Clinical Opportunity, or (if warranted) Academic Failure form. The instructor will notify the Program Director and/or designee immediately. The student will then meet with the instructor, Program Director or designee, to discuss the behavior and ramifications. The student will be given a copy of the report outlining the decision.

Failure of the student to correct the unacceptable behavior(s) in the Clinical Opportunity or Academic Alert forms will result in failure of the course and dismissal from the Program.

PROFESSIONALISM:

Civility

The faculty support student-driven civility, and therefore strive to inspire and engage students to make a commitment to create a civil learning environment.

The following are examples of behaviors that foster civility:

1. Attending class and arriving on time
2. Being prepared for assignments
3. Maintaining and modeling a professional attitude
4. Working cooperatively as team member
5. Accepting and acting upon constructive feedback
6. Maintaining responsibility for own learning
7. Promoting an atmosphere which facilitates optimal learning for classmates
8. Recognizing the impact of one's behavior on others, especially clients
9. Modifying inappropriate behavior
10. Maintaining accountability for legal and ethical responsibilities
11. Using media devices in non-disruptive ways

Speech and Communication

Students are expected to communicate in professional manners at all times. Students will refrain from discussing any criticism of an agency, an individual, or an instructor in a public venue.

Policy for Professional Email Communication

When communicating via email, there is an expectation of professionalism. The following guidelines are provided to help you be successful in writing a professional email.

1. Provide specific information in the subject line ("grade on exam #2").
2. Include a greeting that addresses the recipient by their correct title ("Dear Professor Smith," or "Dear Dean Flores, ").
3. Introduce yourself -Include complete student name and cohort number or semester in program in all communication with faculty and staff.
4. Be polite and be concise about your concern or request.
5. Avoid the use of slang or acronyms.
6. Sign off politely and place your name at the end of the email ("Kind Regards, Mary Garcia").

Example Professional Email

Subject Line: Grade on Exam 2

Dear Professor Jones,

My name is James Smith, and I am in 3rd semester. I am writing to follow up on our conversation about exam 2. When we spoke in your student hours after class on Tuesday you mentioned that you would look at exam question #23 and would consider giving the point back for that question. Did you have an opportunity to review the question? If so, have you made a decision about the point? I appreciate your consideration in this matter.

Respectfully,
James Smith

Use of Technology

Nursing students are preparing for a profession that provides services to the public and expects high standards of behavior and professional communication. Students should remember that their online presence reflects them as a professional. Many recruiters routinely search the social networks when considering candidates for hire. Courses in the Nursing programs use online resources as a learning and communication tool between instructors and students. Professional behavior and proper technology etiquette is expected of all students both inside and outside the classroom and during clinical activities. Students are required to adhere to the expectation below as well as to all hospital or other clinical site policies and procedures.

1. All students are required to use their Westmont College student email address only.
2. All students are required to check student email daily.
3. Personal use of electronic devices (Laptop Computers/PDA's/Cell Phones/iPod Touch/Kindle/Nook/etc.) is not permitted.
4. Students may use electronic devices only when authorized by faculty or hospital personnel and only as a resource.
5. Personal use of electronic devices (cell phones, laptops, PDA's, Tablets, smart phones, etc.) may not be used for personal reasons (i.e., camera, Facebook, texting, etc.) while in the clinical setting.
6. Electronic devices (cell phones, laptops, PDA's, Tablets, smart phones, etc.) can only be used in designated areas of the clinical sites and with faculty approval.
7. No photos may be taken by students in the clinical agency or lab environments unless authorized by faculty.
8. Confidential information related to individuals or agencies must be kept in confidence.
9. All students are expected to follow HIPAA guidelines at all times.

Social Media

Students must uphold the privacy and confidentiality of the patients they care for while upholding the American Nursing Association (ANA) Professional Code of Ethics. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed. Westmont College Nursing Program student nurses will not share any kind of patient information (patient or family name, diagnosis, provider of care, room number, unit or floor, all clinical settings, nurses on unit, plan of care) on any Social Media platforms including but not limited to; YouTube, Facebook, TikTok, Instagram, Snapchat, or others. Pictures of the patient or family members, patients' room or any room in the clinical setting are forbidden. Violation of HIPAA laws have very severe consequences and will be managed on a case by case basis.

Westmont College Nursing students are free to express themselves as private citizens on social media sites to the degree that their speech or posting;

1. Does not violate confidentiality implicit in their roles as Nursing students.
2. Does not directly or indirectly reflect patients, diagnoses or any content related to patient care or clinical experiences.
3. Does not impair working relationships among students and staff of the Nursing

Department

4. Does not ridicule, malign, disparage or otherwise express bias against any race, religion or protected class of individuals.
5. Does not reflect behavior that would reasonably be considered reckless or irresponsible as members of the Westmont College Nursing Department
6. Does not contain false information that harms the reputation of another person, group or organization (defamation)
7. Does not cause harm or injury to another or to the Westmont College Nursing program
8. Does not negatively affect the public perception of the Westmont College Nursing Department.

Westmont College Nursing students may be required to access their social media sites at the request of the Nursing department to verify compliance with the above stated policies. Failure to comply may result in immediate dismissal from the Nursing program. Westmont College Nursing Department will not tolerate violations of the Social Media Policy. Activity on a social networking site, which is determined to be an infraction of the Social Media Policy, will result in disciplinary action, ranging from a written reprimand to dismissal from the program.

Policy #206 Academic Integrity & Use of Artificial Intelligence (AI)

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 1/26

Purpose:

Westmont College is a Community of Christian Scholars. When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. Nursing students are entrusted with significant academic, clinical, and ethical responsibilities. Academic integrity is foundational to safe patient care, trustworthy clinical judgment, and professional formation. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity.

Procedure:

Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit).

Violations of academic integrity may also consist of making quizzes and tests or essays and papers available to others in person, via the internet, or other means thereby inviting others to cheat, falsify, or engage in plagiarism. Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, inappropriate sharing of one's work, cheating, falsification plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community.

Cheating

Cheating is obtaining or aiding another to obtain credit for work accomplished by deceptive means. Cheating includes, but is not limited to:

- Talking or communicating through signals with another student during an exam or skills testing.
- Using unauthorized materials such as electronic devices or cheat sheets to obtain information for an exam;
- Copying or sharing information during an exam;
- Leaving during an exam in order to obtain information;
- Misrepresenting the procedure used to take an exam or complete an assignment;
- Taking, using, sharing or posting exams or answers online.

Falsification

Falsification is the alteration of information, documents, or other evidence in order to mislead. Examples of academic dishonesty of this form would include but not be restricted to:

- Fabrication or falsification of data, analysis, citations or other information for assignments, exams, speeches or any other academic work;
- Forgery or unauthorized alteration of official documents, credentials, or signatures;
- Misrepresentation of one's academic accomplishments, experiences, credentials, or expertise;
- Withholding information related to admission, transfer credits, disciplinary actions, financial aid, or academic status.

Plagiarism

Plagiarism is presenting another person's work, ideas, or structure as one's own. This includes:

- Using words, ideas, organizational structure, or logic without proper citation
- Submitting downloaded, purchased, or previously submitted work
- Using work from a classmate or online repository
- Supplying work to another student in a way that enables plagiarism

Minimal, substantial, and complete plagiarism follow the definitions in the college-wide Academic Integrity Policy – see below as well. Any form of plagiarism—written, visual, digital, or AI-generated—is prohibited.

Minimal plagiarism is defined as doing any of the following without attribution:

- Inserting verbatim phrases of 2-3 distinctive words.
- Substituting synonyms into the original sentence rather than rewriting the complete sentence.
- Reordering the clauses of a sentence.
- Imitating the sentence, paragraph, or organizational structure, or writing style of a source (Saupe, 1998; Student Judicial Affairs, UCD, 1999).

Substantial plagiarism is defined as doing any of the following without attribution:

- Inserting verbatim sentences or longer passages from a source.
- Combining paraphrasing with verbatim sentences to create a paragraph or more of text.
- Using a source's line of logic, thesis or ideas.
- Repeatedly and pervasively engaging in minimal plagiarism. Complete plagiarism is defined as doing any of the following without attribution:
- Submitting or presenting someone's complete published or unpublished work (paper, article, or chapter) (Wilhoit).
- Submitting another student's work for an assignment, with or without that person's knowledge or consent (Wilhoit).
- Using information from a campus file of old assignments (Wilhoit).
- Downloading a term paper from a web site (Wilhoit).
- Buying a term paper from a mail order company or web site (Wilhoit).
- Reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructors involved.

Artificial Intelligence (AI) Tools:

Generative AI may not be used for any assignment, exam, clinical paperwork, or simulation activity unless the professor explicitly grants written permission for that specific assignment. Unauthorized AI use is treated as academic dishonesty.

If AI use is permitted:

- It must be disclosed
- It must be cited
- It may not replace the student's own clinical judgment, reasoning, or writing
- It may not generate clinical documentation or patient-related information

AI is strictly prohibited during:

- Exams or quizzes (proctored, in-person, online, open-book)
- Clinical paperwork and EHR activities
- Skills assessments
- Lab/simulation preparation, participation, or debrief
- Case studies
- Any graded or ungraded work unless explicitly approved

Students may not use AI-based rewriting tools, writing services, or tutoring services (paid or free) to generate or revise work beyond basic spelling or grammar correction.

Additional Expectations:

1. All work must be the student's own.

This includes papers, discussion posts, presentations, care plans, clinical documentation, simulations, and any written or digital work.

2. All sources must be cited, including AI, when use has been permitted. Unacknowledged paraphrasing or structural imitation is prohibited.

3. Reusing prior work (from another course or term) requires instructor approval.

4. Academic dishonesty in clinical settings is considered a major violation and may include:

- Documenting assessments not performed
- Inventing patient findings
- Altering clinical hours
- Sharing simulation scenarios or exam content
- Using unauthorized technology in clinical environments

5. Consequences may include:

- Failure of the clinical day
- Failure of the course
- Removal from clinical placement
- Dismissal from the program
- Notification to appropriate regulatory bodies

6. Collaborative Work

Collaborative learning is valuable when permitted.

- Students must follow the professor's guidelines regarding collaboration.
- Shared ideas developed in group settings must be acknowledged.
- Students are responsible for asking their professor if they are unsure whether a form of collaboration—or a particular tool—is permitted.

Responsible Actions: Reporting Violations

Students are responsible for upholding honesty within the nursing community.

If a student witnesses academic dishonesty—including unauthorized AI use—they should report it promptly to the course professor or Program Director.

In any given course, when the instructor detects a violation of academic integrity, they will determine the severity of the infraction and the ultimate consequence for the assignment or course. In most cases the result would be a grade of F on the assignment although an F in the entire course is possible if the instructor has announced a zero-tolerance policy for any violations of academic integrity. In all cases, faculty will use an infraction as an opportunity to help the student learn how to avoid such errors in the future. The professor of the course will notify the Provost's and Student Life offices of all instances of academic dishonesty. For minor, first offenses, the infraction will simply be noted. For repeated or more severe infractions, other actions may be taken by the college that include but are not limited to a written warning or initiating a student conduct meeting (which could lead to suspension, or expulsion). If instances of plagiarism are discovered after a course or a degree is completed, the level and frequency of plagiarism will be evaluated by the Vice Provost in consultation with relevant faculty members. Consequences may include changing the grade awarded in a course or courses, delaying the awarding of the degree, withholding the degree, or rescinding the degree.

Appeals

A student who feels that they have been unfairly accused or unjustly treated regarding violations of the Academic Integrity Policy may appeal to the Provost (or designee). Appeals must be in writing and submitted to the Provost's Office within three calendar days of the decision. If the third day falls on a non-business day, submit appeals via email to provost@westmont.edu. An appeal must be in writing and include a statement outlining and supporting the specific grounds on which the student is appealing. The appeal is not a rehearing of the original case and the role of the Provost is not to substitute his or her own judgment for the judgment of the original decision. The role of the appeal officer is to determine whether a new decision should be considered due to a procedural error, the availability of new information or the imposition of excessive sanctions. During the appeal process, the Provost may choose to set aside sanctions as appropriate.

Following a prompt and effective review, the Provost will communicate a decision on the student's appeal no later than ten business days following the submission of the appeal. The decision will be communicated in writing to the appealing student. The decision will be in one of the two following forms:

1. **Original Decision Upheld:** Where review of the original decision does not demonstrate a different decision is warranted, the original decision will be upheld.
2. **Original Decision Modified:** Where review of the original decision demonstrates support for the appeal and a different decision is warranted, the review body will modify the original decision.

This decision may include sanctions being decreased, modified, or revoked. The decision on the appeal is final, and no other office will accept or review appeals following the decision.

Policy #301 Classroom and Clinical Attire

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 8/26

Purpose:

To clarify the expected dress code in the classroom, skills/simulation Lab and clinical settings and to prevent the spread of infection in the clinical setting.

Procedure:

1. Attire for the classroom:
Students should dress for success and respect for self and others. Clothing should be comfortable but not baggy, or skintight. Inappropriate or provocative clothing is not allowed.
2. Skills and Simulation Lab Attire:
Students will arrive in appropriate attire to help ensure safety. Students in the skills/simulation lab for a clinical day will wear full uniform and name tag. No food, drink, gum or candy is allowed in the lab. All cell phones are to be turned off and stowed away in purses or backpacks.

Appropriate attire in the Skills/SIM lab for open lab hours includes:

- Shirts that cover the stomach, lower back, upper arms
- Long pants that reach over to cover the ankles.
- Closed toe shoes that completely cover the foot.
- Hair that is pulled back from face and secured.

1. Attire for Clinicals:
 - a) Uniform (pants and tunic provided by Westmont with Westmont patch), clean and pressed
 - 1) For safety reasons, uniform must be properly sized, not too loose or too tight.
 - 2) During cold weather, a long-sleeved black shirt can be worn under the tunic.
 - 3) Pant leg length must approximately meet the top of the shoes.
 - 4) Necklines must neither expose the back nor the upper chest.
 - 5) Names tag/identification badges must be worn at all times, with name and school visible.
 - b) Hosiery
 - 1) With pants, neutral or white nylons/knee highs, plain white or plain black socks must be worn.
 - c) Shoes
 - 1) Shoes must be all black, clean, and free of scuffs, with closed toes, closed heels, and slip-resistant soles.
 - i. Professional clogs (e.g., Dansko-style) are acceptable. Heel-to-toe rise may not exceed 1½ inches.
 - ii. Black athletic shoes with a small white logo are acceptable.
 - iii. High-tops, backless shoes, and open-toed styles are not permitted.
 - iv. Consult the Program Director or Assistant Director if uncertain.

d) Jacket

- 1) All black scrub jacket with the following parameters may be worn in the clinical settings: no fleece or sweater material, no puffy or down jackets, no hooded jackets, no leather/fur/suede jackets
 - i. The Westmont patch will need to be affixed onto the left chest.
 - ii. Please ask your instructor for approval of jacket before purchasing.
- 2) Sweaters and other jackets are not to be worn during patient care.

e) Hair

- 1) Hair is to be kept **neat and clean** (no messy buns, no claw clips), and may not be of abnormal color (purple, pink, unusual reds, etc.); extreme trends such as Mohawks (completely shaved but for hair down the middle of the head) are not permitted. Long hair must be pinned up off the shoulders and secured so that it cannot fall forward or come into contact with the patient, the patient's bed space, or equipment during care.
- 2) Traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, defined as braids, locks and twists are allowed and must be secured.
- 3) Beards, mustaches and sideburns must be clean and neat at all times (cannot compromise N95 mask fit). Stubble is not permitted.

f) Cosmetics/Fragrances

- 1) Must be professional and not exaggerated, e.g., no heavy black or colored eyeliner, false appearing eyelashes.
- 2) Contacts should be clear or neutral in tone.
- 3) Fragrances or perfume is unacceptable, body odor, smell of cigarette/tobacco smoke are unacceptable.

g) Tattoos

- 1) With the exception of the front neck area above the collar line and the face, tattoos may be visible if the images or words do not convey violence, discrimination, profanity or sexually explicit content. Tattoos containing such messages must be covered with bandages, clothing, or cosmetics.
- 2) Program Director reserves the right to judge the appearance of visible tattoos.

h) Hickeys

- 1) Hickeys can be considered offensive, unprofessional and distracting in nature, and must be covered by clothing or band-aids.

i) Jewelry

- 1) Ear wear is to be limited to one pair of posts per ear for those with pierced ears. Nose wear is to be limited to one post. No other piercings are permitted.
- 2) Ear expanders must be plugged with a flesh color plug.
- 3) One modest/simple ring (e.g., a simple band with minimal or no stones).
- 4) A wristwatch with a second hand must be worn when in clinical settings.

- 5) Wrist, ankle, and oral jewelry are not acceptable.
 - 6) The Nursing Program Director must clear other items of religious significance.
- j) Fingernails
- 1) Neatly kept and trimmed to the tip of the finger pad and no nail polish.
 - 2) No artificial nails of any kind are allowed in the clinical setting.
 - 3) Artificial nails include, but not limited to, any material applied or added to the natural nails to augment or enhance the wearer's own fingernails (i.e., nail sculpting, wraps, acrylics, extenders, overlays, dip powder, gels, and tips).
- k) Dress code for Mental Health Nursing Settings
- 1) Students may wear street clothes to the clinical setting unless otherwise instructed by the clinical facility.
 - 2) There is no need to bring a stethoscope or bandage scissors.
 - 3) For safety reasons:
 - i. No jewelry except One modest/simple ring (e.g., a simple band with minimal or no stones), and one pair of earring studs is allowed.
 - ii. Scarves, necklaces, or clothing that can be pulled are not appropriate.
 - iii. No halter-tops, midriffs, low cut pants, scoop neck tops, or sleeveless tops.
 - iv. No jeans, Lycra, spandex or tight-fitting slacks, no short skirts, and no sweat outfits are permitted.
 - v. No tee shirts with writing, logos, or pictures on them are acceptable.
 - vi. Wear comfortable, closed-toe and closed-heel shoes only. No sandals, high heels or boots should be worn.
 - vii. Hair can be worn in the student's customary manner (no need to maintain off collar).
- l) Name Tag
- 1) Identifies the individual as a nursing student, a college ID must be worn on the uniform and be easily visible. The college picture ID is the only acceptable ID for clinical.
 - 2) Additionally, student must wear any other clinical site ID when on premises.
 - 3) If the ID is lost, a replacement ID must be issued as soon as possible.
- m) Use of Technological Devices in Clinical Setting
- 1) Use of cell phones, smartphones, iPhones, iPad, computers, and other digital devices used in the clinical area are regulated by the facility and at the discretion of the instructor.
 - 2) Students must adhere to facility regulations and Faculty instructions as to the appropriate use of technological devices in the clinical setting.
- n) Other Requirements
- 1) When present in the clinical agency to review data on clients – students must wear their uniform with ID badge. Prior approval by faculty is required for entering clinical agency at time before or after scheduled clinical time.

- 2) Every nursing student should maintain high standards regarding personal hygiene and professional appearance and behavior. They are representing Westmont College, the profession of nursing and themselves.
- 3) Chewing gum is not permitted.
- 4) Smoking is not permitted while in clinical areas or in clinical conference.

Note: To maintain both professional standards and safety measures, clinical instructors reserve the right and have authority to exclude any student from the clinical setting if the student is deemed to be out of compliance to any portion of this dress code policy. This will be considered a clinical absence.

Policy #207 Student Participation and Governance

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised:

Purpose: To provide a formal mechanism for shared governance, class administration, communication and representation; each class will elect representatives. Student feedback about course, clinical, faculty, clinical site and preparation of program for employment is invaluable to the ABSN program at Westmont College. Student participation in course and clinical surveys and committee meetings provides student governance.

Membership

A class is defined by semester in the program. Two class representatives from each cohort are to be elected each semester by the class, and must be in good academic and clinical standing. Class representatives are responsible for the following:

- Attend all General and Curriculum Nursing committee meetings.
- Represent and share class news, class concerns, issues, and questions; ensuring concerns are representative of the class majority. This will be a standing agenda item.
- Provide feedback to class after meeting attendance.
- Actively participate with pinning ceremony planning (3rd and 4th semesters).

Elections

Elections will be done anonymously within the first 3 weeks of the new semester by the Lead Medical/Surgical instructor or current class representatives. The two students with the most votes will be elected. If they decline, the next person will be elected. Students can only be class representatives 1 time during program – unless no one else desires the position.

All Students

1. Convey concerns to class representatives.
2. Complete theory and clinical course surveys, graduate and alumni surveys.

Policy #202 Chapel Attendance

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised:

Purpose:

Attending chapel is a college requirement. Students are responsible to track their chapel attendance and those failing to meet the requirement are ineligible to enroll in any Westmont-related program the following semester. Nursing Students at Westmont are encouraged, but not required, to attend Chapel due to their required clinical schedules.

Procedure:

The following are typical Questions & Answers (Q and A) that assist students in meeting the Chapel Attendance Requirement.

Q: Are students expected to attend every chapel? A: No. Twelve chapels may be missed each semester. It's best to consider the twelve misses as a bank account to cover occasions when you choose not to attend due to a conflicting appointment, a decision to study/prepare for a class, or other personal circumstances.

Q: Are there some circumstances in which chapel misses are excused? A: Yes. The following are reasons that chapel absences can be excused. It is the student's responsibility to notify the Campus Pastor's Office by email within 10 days of the missed chapel to have the chapel excused:

1. Jury Duty;
2. Severe illness which is verified in writing by an attending physician or the Westmont Health Center staff;
3. Family emergencies;
4. Students who care for their own children;
5. Students cleared by a professor to attend an academic field trip (see Westmont Student Handbook);
6. Students cleared by the Education Department to fulfill student teaching or observation assignments;
7. Students participating in internships that are approved by a professor and The COVE Career Center. An internship form available at The COVE Career Center must be submitted within 10 days;
8. Athletes on an NAIA intercollegiate sports team who are competing at an away site;
9. Students attending nursing courses or clinicals.

Clinical Site Guidelines

Clinical Sites:

To provide the best clinical education hospital and community based clinical sites will include, but are not limited to:

- Cottage Health (Goleta, Santa Ynez, Santa Barbara)
- Sutter Health
- Ventura County Medical Center
- Community Memorial Hospitals (Ventura, Ojai)
- Neighborhood Clinics
- Ventura County Public Health Department
- Santa Barbara County Public Health Department
- Common Spirit Health
- Adventist Health
- Santa Ynez Tribal Health Clinic

Transportation: Students are responsible for their own transportation to and from classes and clinical sites. During the Community and Home Health clinical experiences students are responsible for their own transportation to the agency sites that are made throughout the clinical day. Clinical sites may be **throughout the Tri-County areas** (Santa Barbara, Ventura, San Luis Obispo) so reliable transportation is mandatory.

Student Orientation to Healthcare Facility

All students must be oriented to the facility where laboratory experience is provided. It is the responsibility of the instructor to provide this orientation either personally or by arrangement with staff members. Orientation shall include but is not limited to the following:

Healthcare Facility Orientation

1. Information about Healthcare Facility
 - a. Organization and Structure
 - b. Values, Vision, and Mission
2. Nursing Service and Practice Standards
 - a. Regulatory Agencies
 - i. The Joint Commission (TJC)
 - ii. Centers for Medicare and Medicaid Services (CMS)
 - b. National Patient Safety Goals
 - c. Core Measures
 - d. Care Bundles
 - e. SBAR: Situation – Background – Assessment Recommendation
3. Parking and Security Regulations
 - a. Location for student parking
 - b. Daytime and evening rules
 - c. Storage of student belongings and/or proper location for books, outer clothing, purses, and valuables storage
4. Hospital Safety Requirements and Student Expectations
 - a. Fire regulations

- b. Safety and MSDS
 - c. Infection control and Blood Borne Pathogens
 - d. Emergency code systems
 - e. Emergency Phone Numbers
 - f. Disaster Plan/Response
 - g. Rapid Response Team/Code Blue Team
 - h. Interpreter Services
- 5. Confidentiality –HIPAA
 - a. Healthcare confidentiality policy
 - b. Use of electronic media (camera, cell phones)
 - c. Use of social media (Face book, Twitter)
- 6. Reporting unexpected events, incidents, medical errors
- 7. What to do in case of student injury
 - a. Who to notify
 - b. How to access care –Do not refer a student to an ED
- 8. Accessing Hospital Policies and Resources
 - a. Policy and procedure manuals
 - b. Fire regulations
 - c. Disaster plan
 - d. Learning Resource Material
 - i. Library - rules - privileges
 - ii. Reference Manuals and Computerized Resources
 - iii. Staff Education Calendar
 - e. Accessing a Chart from Medical Records
- 9. Computer Access and Training
 - a. Documentation, process, expectations
- 10. Cafeteria Use
 - a. Times and duration of meal and breaks
 - b. Storage for students bringing lunches
 - c. Cost of meals

Unit Specific Orientation

- 1. Location of Student Assignment and Daily Laboratory Objectives
 - a. Where posted, specific objectives, etc.
- 2. Orientation to Client Unit
 - a. Location of crash cart and emergency equipment
 - b. Location of fire alarms
 - c. Location of equipment and supplies
 - d. Operation of Patient Call Systems
 - e. Operation of special equipment; monitors, suctions, O2, etc.
 - f. Unit Visitation policy/restrictions
 - g. Supplemental Unit Specific Policies/Procedures
 - h. Break Room/Restroom Facilities
- 3. Glucometer Access and Training
- 4. Restraint Policy and Procedures
- 5. Introduction to Key Personnel

- a. Nurse managers and staff on assigned units
- 6. Patient Medical Records Documentation
 - a. Process for accessing electronic medical record
 - b. Process for data input (i.e., VS, documentation), and data acquisition
- 7. Orientation to Patient Room
 - a. Urgent/Emergency light
 - b. Operation of patient beds
 - c. Call light
 - d. Emergency Equipment
 - e. Sharps Containers
 - f. Special Equipment use – IV Pumps, etc.
- 8. Pre and Post Conference Facilities
 - a. Location of rooms
 - b. Special regulations (need for quiet, etc.)
- 9. Medication Administration
 - a. Policies and procedures for drug administration
 - b. Students may not have access to medication keys and/or to automated medication delivery systems without instructor supervision
 - c. Location and role of pharmacy
 - d. Procedure for ordering drug
 - e. Procedure for administering medications, all routes
 - f. Procedure for Charting medication
 - g. Procedure for Giving Medications
 - h. Training regarding the use of the Bar Code Medication Administration.
 - i. Training must be completed prior to administering medications.
 - ii. PRIOR to medication administration, the student will:
 - 1. Review the MAR summary.
 - 2. Verify Allergy Information Displayed
 - 3. Perform positive patient identification.
 - a. Scan wristbands
 - b. Scan medications
 - c. Review medications with patient / education
- 10. Physician Orders
 - a. Procedure for noting orders
 - b. Telephone and/or Verbal orders
- 11. **Students are not to receive / accept, or note orders directly from any healthcare provider, including physicians, advanced practice nurses, and/or physician's assistants.**
- 12. Supplies
 - a. Location of linens and supplies
 - b. Waste and linen handling/removal
 - c. Method of ordering needed supplies
 - d. Method of charging for supplies used
- 13. Alternative Learning Experiences/Float Outs
 - a. Where students report

- b. Student Expectations/Requirements/objectives for the experience
- 14. Telephone Protocol
 - a. How and if to answer the Unit Telephones
 - b. How and if to use the Hospital paging system
- 15. Communications during Clinical Rotation
 - a. Contacting student in case of Emergency
 - b. Making outside phone calls
 - c. Use of personal cell phones/texting
 - d. Visiting clients
 - e. Contacting other students
- 16. Contacting the instructor
 - a. How to contact the instructor
 - b. When to contact the instructor
 - c. Absences or tardiness reporting – how students are to notify instructor

Student Expectations at Healthcare Facility

- 1. Student Expectations While Assigned to Clinical Unit
 - a. Assignments
 - b. Patient Care Responsibilities
 - c. Course Objectives/Student Learning Outcomes

Administrative/Student Rights Policies

Policy #123 Emergency Preparedness

Date written: 02-2026

Date reviewed: 8/26

Date Revised:

Purpose: This policy describes the incident preparedness and emergency response plan for the Westmont College ABSN Nursing program. This policy will serve as a reference for efficient actions during emergencies.

Procedure:

School of Nursing Emergency Contact List:

1. Westmont College ABSN Nursing program as well as Westmont College Registrar will maintain an emergency contact name and number for all undergraduate students. This should be reviewed and updated each semester as necessary.
2. All lead course instructors, as well as the Assistant Director and Director, will be able to access this information. These lists will be accessible from onsite and offsite.

Personal Preparedness

Personal preparedness is everyone's responsibility. Students, faculty, and staff will be encouraged to develop a personal preparedness plan. A personal preparedness plan should include plans for contacting family members and/or emergency contacts, and for meeting individual's needs if they are unable to leave the school, clinical site or facility.

Delineating responsibilities of students in clinical settings during an emergency

Under no circumstances should students act in any clinical capacity as representatives of Westmont College ABSN Nursing Program without explicit and direct direction from faculty. Should a student choose to act, providing aid in a disaster incident, they would do so as individual volunteers and therefore fall under the governance of the Good Samaritan Laws.

Response Actions

General procedures have been established to guide actions for incidents in the vicinity of Westmont College ABSN Nursing program and those not in the immediate area. These procedures are not meant to direct specific actions for every possible event. They are designed to provide direction and structures on which to build appropriate actions. The College is committed to the safety and security of all members of the Westmont community. In times of emergency, the college will provide appropriate campus-wide response to assure safety and minimize losses.

In the event of an emergency, all faculty, staff, students and visitors should call 911 and then call Campus Safety at 805-565-6222.

- State: **THIS IS AN EMERGENCY**
- Tell the officer:
 - Nature of the emergency
 - Your name
 - Phone number from which you are calling, and
 - Your location.
- DO NOT hang up until you are told that no further information is required unless there

is an immediate threat to your safety.

- After notifying emergency personnel, notify faculty. Watch for arrival of emergency personnel and assist in directing them to the appropriate location.

1. **Safety**

- Flammable liquids shall not be stored inside any buildings
- No open flames (candles, lanterns, incense etc.) are permitted inside any building
- Smoking is not permitted anywhere on campus
- No firearms shall be used, carried or stored on campus
- No fireworks shall be used or stored on campus
- No Pocket Knives shall be used or stored on campus

2. **Fire**

If a fire or smoke is discovered anywhere on or about the campus.

- Leave the area where the fire is located, isolating it as well as possible by closing doors and windows around it. Do not attempt to retrieve valuables or use elevators.
- Pull the nearest fire alarm. Find a safe location and call 9-1-1 then call Campus Safety
- Never attempt to fight a fire larger than wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help.
- Use an appropriate fire extinguisher

Fire Extinguisher Instructions

1. **PULL** safety pin from the handle
 2. **AIM** at the base of the fire
 3. **SQUEEZE** the trigger handle
 4. **SWEEP** from side-to-side
- If you are aware that someone is trapped in a burning structure, inform the firefighters immediately. Do not re-enter the building. If you are trapped, stay low to the ground as you try to exit. Do not open any doors that feel hot. Use wet towels or clothes to protect yourself from flames and smoke.
 - If your clothes catch fire, **STOP, DROP, AND ROLL!**
 - All alarms should be taken seriously. If you hear an alarm, evacuate the building.

3. **Earthquake – DUCK, COVER, HOLD ON**

The following steps should be taken to minimize the potential for injury in the event of a major earthquake:

- Remain calm. Do not rush outside. Many injuries occur due to falling debris just outside the doorways, or near outside walls.
- If indoors, take cover under a table or desk and hold on. Stay away from windows, tall objects, and overhead lights.
- If no cover is available, duck and hold near an interior wall. Shield your head and face from falling debris.
- If outdoors, move away from building, utility wires, trees, and all other overhead obstructions.
- Be prepared for aftershocks. Move cautiously. Wear enclosed shoes to avoid injury from broken glass.

- Check for injuries. Administer first aid if necessary. Do not move seriously injured individuals unless necessary.
- Do not use elevators or landline phones except in emergency situations.
- Do not return to the building until it has been deemed safe by an expert. Keep streets and walkways clear for emergency equipment and personnel.
- Use extreme caution in rescue attempts if others are trapped. If possible, wait for trained personnel to guide rescue efforts.
- Make note of any individuals who are missing. Provide all requested information to Campus Safety and other response personnel.
- Assist those individuals who experience anxiety in the aftermath of the earthquake. Be sympathetic, yet positive.

4. Active Shooter – RUN, HIDE, FIGHT

In the event of an active shooter:

- Run: Can you safely escape?
 - Run carefully away from sounds of gunshots.
 - Stay low and away from windows; cautiously check before turning corners.
 - When confidently safe, call 9-1-1
- Hide: Is there a safe place to barricade?
 - Lock the door if possible and hide; use heavy objects to barricade door. Stay low.
 - Turn off lights
 - Gather near doorway but not in line of sight upon opening.
 - Turn off cell ringers, but have one person quietly call 9-1-1 and remain on the line with the dispatcher
- Fight: How will you fight together?
 - Work together to surprise, confuse and fight the intruder.
 - Be ready to throw objects and “dog-pile” him.
 - Active responses have proven far more effective than passive.
- DO NOT PULL FIRE ALARM

5. Hazardous Material Spill

- Any spill involving hazardous materials shall be reported to Campus Safety immediately 805-565-6222
- Do not attempt to clean up a spill. It will be assessed by trained personnel who will ensure that proper clean-up techniques are employed.
- Offensive odors from ventilation systems should be reported to the Physical Plant department at 805-565-6015 during office hours or Campus Safety at 805-565-6222 after office hours.
- If necessary, be prepared to evacuate the building. Always stay upwind of the spill (wind blowing from behind you).
- In the event of a chemical spill in the Santa Barbara area, evacuation of the campus may be necessary. Be prepared to cooperate with the traffic control officials.
- Chemical containers and gas cylinders shall be restrained to prevent spills during an earthquake.

6. Utility Emergency

If a utility problem is discovered, such as a gas leak or elevator failure, call Campus Safety at 805-565-6222.

Gas Leak- Call 911

- Only personnel specifically trained in emergency shut-off procedures should attempt to shut off the building gas supply.
- As a precaution, avoid lighting matches or turning on or off lights. Extinguish any open flames.
- Stay clear of the problem. Go outside and wait for emergency personnel, a Physical Plant Department or Gas Company employee and direct them to the problem location.

Elevator Failure

- If you are in an elevator that stops between floors or the doors will not open, use the elevator phone or alarm button to call for help.
- Never attempt to pry open the doors or overhead hatch of a stopped elevator. Such actions by unskilled personnel may result in injury. Specially trained elevator mechanics will take care of the problem.

7. Medical/Psychological Crisis – DON'T HESITATE

Medical: In case of serious medical emergency CALL 911 then:

- Call Campus Safety at 805-565-6222.
- Give your name, telephone extension, location, and a description of the problem.
- Notify faculty
- Stay with the victim. If the victim is conscious, ask what the problem is. If the victim is unconscious, check for breathing and bleeding. Only trained individuals should administer first aid and CPR.
- Keep the victim still, comfortable, and warm, unless your safety is threatened
- Protect the victim from any disturbances.
- Search for any emergency identification (i.e. ID bracelet).
- Wait for emergency help to arrive. Never leave the victim alone, unless your safety is threatened

Psychological Crisis: If a psychological crisis occurs (e.g. suicide attempt, disorientation, confusion, and panic) CALL 911 then:

- Campus Safety 805-565-6222. Give your name, telephone number, your location, and the location of the victim. Inform the officer whether any drugs, medications, or weapons are involved.
- Stay with the victim unless your safety is threatened. Wait for emergency response personnel to arrive.
- Stay calm and do not incite panic in others.
- Be sensitive to family and friends during the crisis.

8. Rape/Assault Prevention

- Anyone can be a victim of rape/assault. Be aware of the different possibilities and be prepared to take whatever actions necessary.

- When walking or driving:
 - Keep all your senses available. Do not use headphones after dark.
 - Walk in groups/pairs after dark
 - If you feel endangered, yell. **Scream “HELP!” or “POLICE!”** and run away.
- Use physical violence to defend yourself if threatened. If you feel threatened, the law says that you may have already been assaulted.
- Walk with confidence. Display outrage if threatened, not fear.
 - If you are ever a victim of sexual assault, report the incident immediately to the Police by calling 911.
 - Notify Campus Safety 805-565-6222
 - RAPE CRISIS CENTER 805- 569-2255

9. Bomb Threat

If you receive a bomb threat:

- **Remain calm and try to keep caller on the line.** Take as much information as possible from the caller.
- Try to ask:
 - When will the bomb explode?
 - Where is the bomb now?
 - What does the bomb look like?
 - What kind of bomb is it?
 - What will detonate the bomb?
 - Did you place the bomb? Why?
 - What is your name?
- When the caller hangs up, call 911 and Campus Safety at 805-565-6222.
- Inform your faculty as soon as possible. If possible, get his or her attention while still on the line.
- Report any suspicious object to Campus Safety or other emergency personnel. Do not touch or move it.
- Follow all instructions given by emergency personnel. Do not re-enter any evacuated area until authorized to do so.

Policy #121 Student Concerns Chain of Command

Date written: 08-2024 Last Date reviewed: 8/26

Last Date Revised: 2/25

Purpose: The purpose of this policy is to establish a clear and structured chain of command for nursing students to address clinical patient safety and faculty concerns. The aim is to ensure concerns are communicated promptly, effectively, and professionally through the appropriate channels to maintain the highest standards of patient care and professional integrity.

Scope: This policy applies to all nursing students, clinical instructors, faculty members, and administrative staff involved in the Nursing program.

Policy:

- **Timeliness:** All concerns must be reported and addressed in a timely manner to prevent any compromise to patient safety or educational integrity.
- **Confidentiality:** All reports and investigations must be handled with strict confidentiality to protect the privacy and rights of all parties involved.
- **Documentation:** Accurate and detailed documentation of all concerns, actions taken, and resolutions must be maintained as part of the institutional records.

NURSING STUDENTS

Immediate Action Needed:

- In the event of an urgent patient safety concern, nursing students must take immediate action to ensure the safety and well-being of the patient. This may include intervening to prevent harm, alerting nearby healthcare providers, and following established clinical protocols.

Other Concerns:

1. Identifying Concerns:
 - a. Concerns may include but are not limited to clinical instruction, grading, communication issues, or professional behavior.
 - b. Students should clearly identify and document specific incidents or issues that require attention.
2. Initial Steps:
 - a. Self-Reflection: Before raising a concern, students should reflect on the issue and consider possible solutions.
 - b. Direct Communication: If appropriate, students are encouraged to discuss the concern directly with the involved clinical instructor or lead faculty member in a respectful and professional manner.
3. Following the Chain of Command: If the issue is not resolved through direct communication, students must follow the chain of command:
 - a. Clinical Instructor: Address the concern directly with the clinical instructor (as appropriate, needed). If unresolved, escalate to lead faculty.
 - b. Lead Faculty: Bring the concern to the lead faculty member responsible for the course or clinical rotation. If remains unresolved, escalate to Assistant Director.
 - c. Assistant Director: Present the concern to the Assistant Director. If remains unresolved, escalate to Program Director

- d. Program Director: Present the concern to the Program Director. The Program Director will review the situation, meet with the student and faculty involved, review all documentation and take necessary actions. If still unresolved, escalate the concern to Student Life.
- e. Student Life: The final step is to address the concern with the Student Life Division following Policy #105 Grievance Process.
- 4. Professional Communication:
 - a. All concerns must be communicated professionally, respectfully, and objectively.
 - b. Use appropriate channels such as scheduled meetings, emails, or formal written complaints.
 - c. Avoid making complaints in public forums or through informal channels like social media.
- 5. Documentation:
 - a. Maintain written records of all communications and steps taken to resolve the concern.
 - b. Include dates, times, and summaries of discussions and actions taken.
- 6. Confidentiality:
 - a. Concerns will be handled with confidentiality to protect all parties involved.
 - b. Discussions and documentation will be shared only with those directly involved in the resolution process.
- 7. No Retaliation:
 - a. Students will not face retaliation or adverse consequences for raising legitimate concerns following this policy.

Procedure:

- 1. Direct Discussion:
 - a. Schedule a meeting with the clinical instructor or lead faculty to discuss the concern.
 - b. Clearly and respectfully describe the issue, providing specific examples and any relevant documentation.
- 2. Escalation:
 - a. If unresolved, request a meeting with the next level in the chain of command (See above #3 for chain of command).
 - b. Provide a written summary of the concern and previous steps taken.
- 3. Formal Complaint:
 - a. If the concern remains unresolved after following the chain of command, submit a formal written grievance (Policy #105 Grievance Process).
 - b. Include all relevant documentation and a detailed description of the issue and steps taken.

By following this policy, nursing students can ensure their concerns are addressed in a structured, professional, and effective manner, contributing to a positive and supportive learning environment.

Faculty Responsibilities:

- 1. **ALL:** Ensure that student has followed above steps before addressing concern (Unless immediate concern to student or patient)
- 2. Clinical Instructor:

- a. Clinical instructors must assess the reported concern and determine the appropriate course of action. This may involve direct intervention, consultation with other healthcare team members, or escalation to higher levels of authority.
 - b. If the concern cannot be resolved at the clinical instructor level or if it involves significant safety risks or faculty misconduct, the clinical instructor or student must escalate the issue to the lead faculty.
- 3. Lead Faculty:
 - a. Lead Faculty are responsible for reviewing the escalated concerns, conducting necessary investigations, and coordinating with relevant parties to ensure appropriate resolution.
 - b. For patient safety issues related to the clinical site, lead faculty must collaborate with clinical site management to address and rectify the situation.
 - c. If the concern cannot be resolved at the lead faculty level or if it involves significant safety risks or faculty misconduct, the lead faculty must escalate the issue to the Assistant Director.
- 4. Assistant Director:
 - a. The Assistant Director will conduct a review and take necessary actions, which may include further investigation, disciplinary measures, or changes to clinical placement.
 - b. If still unresolved, the Assistant Director must escalate the concern to the Program Director.
- 5. Program Director:
 - a. The Program Director will review the situation, meet with the student and faculty involved, review all documentation and take necessary actions.
 - b. If still unresolved, the Program Director must escalate the concern to Westmont College Provost Office.
 - c. **Oversight-** the Program Director provides oversight of the entire process, ensuring that the chain of command policy is effectively implemented and adhered to. The Program Director is also responsible for periodic review and updates of the policy to ensure its continued relevance and effectiveness.

Policy #113 Family Educational Rights and Privacy Act (FERPA)

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 8/25

Purpose:

Privacy Rights (FERPA) Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) students are vested with certain rights and the college with certain responsibilities regarding educational records. Find additional information in the Westmont College Student Handbook [Privacy Rights \(FERPA\)](#) and CDC website [FERPA](#).

Procedure:

Student rights and responsibilities are as follows:

Inspection and Review: FERPA provides students with the right to inspect and review records directly related to them and maintained by the college. Direct requests for inspection and review to the custodian in charge of the records the student wishes to see as follows:

- Academic records: the Registrar (e.g., transcripts, test results, petition forms, correspondence regarding academic progress, class schedules);
- Student Conduct records: Vice President for Student Life;
- Financial records: Controller;
- Health records: Director of Health Services.
- The college must fulfill a student's request to inspect and review their record within 45 days of its receipt of their request.

Policy #205 American Disabilities Act Compliance

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 8/25

Purpose:

Westmont is committed to ensuring equal access to academic courses and college programs. In keeping with this commitment under the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act (ADAAA) of 2008, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. The information for requesting accommodations due to a disability can be found on the Accessibility Resource Office (ARO) webpage <https://www.westmont.edu/accessibility-resources>. The college will provide reasonable accommodations to students with appropriately documented disabilities. It is the student's responsibility to initiate this process.

The office does not provide assessments or evaluations but may provide referrals to local providers upon request. If a student has further questions about qualifying for services, please contact the ARO at aro@westmont.edu. The ARO is located on the main campus, upstairs in the Voskuyl Library.

Procedure:

1. Incoming students are advised to complete this process at least one month in advance of the beginning of the semester.
2. We recommend that the student submit their Eligibility Letter from the ARO with required accommodations to the Assistant Director.
3. It is important that when the student submits their application to take the NCLEX they also provide documentation for their accommodations. Students should see the Program Director if they have any questions.

Policy #102 Student Dismissal/Attrition

Date written: 10/2020

Last Date reviewed: 8/26

Last Date Revised:8/26

Policy Purpose:

To clarify what constitutes dismissal from the Nursing Program with re-entry or dismissal from the program permanently.

Procedure:

1. A student can be dismissed from the program for academic, clinical, or unprofessional conduct reasons. Academic dismissal includes but is not limited to non-mastery of the course with less than 75% average score. Clinical dismissal includes but is not limited to non-mastery of the course according to the clinical evaluation tool specification for competent performance in all areas assessed. Professional conduct dismissal includes but is not limited to behaviors as defined in Policy #104 Professional Conduct.
2. The student will meet with the Program Director for an Exit Interview. As the program curriculum is delivered concurrently, in most cases the student will be withdrawn from all courses in the semester. As each student's situation is unique, the Program Director will meet with the student to review their enrollment status.
3. If it is an academic dismissal and the student requests readmission; a remediation plan will be developed by the Content Expert, faculty of course, and/or program director. The student will be expected to complete remediation prior to being eligible for re-entry to the program.
4. If remediation is complete, the student will re-enter the failed semester and if space is available when the semester is offered again.
5. If the student is not able to master the course upon re-entry, the student will be dismissed from the program and will not be able to re-enter.
6. If the dismissal is for unprofessional conduct; the Program Director will consult with the Vice-Provost and/or Student life director to discuss the option of re-entry into the program (depending on the nature of the unprofessional conduct).
7. Attrition, defined as the measurement of the number of students in a cohort at the end of a semester divided by the number of students who began the semester will be calculated each semester with a benchmark of less than 20%. Attrition will be reported each semester through the Program Evaluation Committee.

Policy #105 Grievance Process

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 8/22

Reference: CCR 1424(b)(2)

Purpose:

Westmont College's desire is to provide the best experience possible for students as they pursue their education. Acknowledging that students may on occasion have concerns or complaints about their experience, this policy is established to guide the quick and efficient resolution of concerns or complaints presented to staff members in the Student Life Division. Student concerns in the Nursing Program should be brought to the attention of the person they have a concern or conflict with. If resolution cannot be obtained, the student should then contact the Assistant Director. If the conflict cannot be resolved by the Assistant Director, the Program Director will be contacted by the Assistant Director. If resolution cannot be obtained at this level, a formal complaint must be written and submitted to the Student Life Office (see Formal Complaints below).

Procedure:

The Student Life Division will seek to resolve complaints about student experiences through the offices that handle issues related to the concern. When receiving a complaint from a student, the student life staff person receiving the complaint will make every effort to determine what office is best able to resolve the student's concern and connect the student directly to an individual in that office who is able to assist.

Examples of student complaints may include but are not limited to:

- Academic concerns—Records Office and Registrar
- Concerns about student accounts—Business Office
- Concerns about financial aid—Office of Financial Aid
- Residence hall, roommate concerns, housing issues—Residence Life
- Security or safety—Office of Public Safety
- Parking permits--Housing and Parking Office
- Meal plans or food service—Office of Procurement and Auxiliary Services
- Harassment (e.g., racial, sexual)—Student Life Office

General concerns—Student Life Office. When a student presents a concern or complaint to the Student Life Office that is relevant to the work of student life, the following procedure will be followed: Office personnel (or the staff member receiving the complaint) will determine who in the office (or division) is best able to respond to the student's concern. When possible, the student's concern should be addressed and resolved by that individual. As a matter of practice, this should be considered the "normal" resolution process. When concerns can be resolved quickly, no formal record needs to be made. On occasions when a student's concern or complaint cannot be resolved through this procedure, or when the student is not satisfied with the resolution offered, students may make a formal complaint.

Formal complaints should be presented, in writing, to the Student Life Office. When a complaint is received, the student life personnel receiving the written complaint will forward it to the Dean of Students or the Director of Residence Life (whoever is available and/or appropriate in light of the complaint). This person will review the complaint and determine the student life staff member most able to resolve the situation (a dean, a director, a resident director, etc.).

The student will be notified by letter or email within two business days that his or her complaint has been received and to whom it has been assigned for resolution. Student life staff members will make every effort to respond to and resolve the student's complaint within 10 business days (more quickly when possible).

The final resolution will be provided to the student in writing and in person when appropriate. If a student is dissatisfied with the resolution offered, he or she may appeal to the Vice President for Student Life.

Appeals: Appeals must be in writing and submitted to the Student Life office during regular business hours (Monday through Friday, 8 a.m. to 5 p.m.) within three calendar days of the decision regarding the resolution offered. If the third day falls on a non-business day, submit appeals via email to stulife@westmont.edu. Following a prompt and effective review, the Vice President for Student Life will communicate a decision on the student's appeal no later than ten business days. The decision of the Vice President for Student Life is final.

For complaints involving offices outside of Student Life, the Vice President for Student Life will work with the appropriate Vice President to determine resolution and response to appeals.

Note: When concerns or complaints are first presented by a student's parent(s), parents will be asked to encourage their daughter or son to present the concern or complaint or write the appeal. As a general rule, written correspondence concerning the complaint will always be directed to the student and meetings concerning the complaint should always happen in the presence of the student.

Records of student complaints and resolutions will be kept by the Vice President for Student Life. Every year the Vice President for Student Life will review the complaints received that year and in the previous years to determine if there are trends or ongoing concerns that need to be addressed. If so, the Vice President will take responsibility for implementing appropriate plans to respond to these trends. In addition to or in lieu of these college processes, students may file a complaint against the institution with Westmont's accrediting agency or with the State of California:

WASC Senior College and University Commission 1001 Marina Village Parkway, Suite 402
Alameda, CA 94501 (Tel.) 510.748.9001 (Fax) 510.748.9797 (Web) <http://www.wscuc.org>

Bureau for Private Postsecondary Education P. O. Box 980818 West Sacramento, CA, 95798-0818 (Tel.) 888.370.7589 (Web) <http://www.bppe.ca.gov>

Policy #106 Student Re-entry to Nursing Program

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 7/24

Purpose:

The purpose of this policy is to support the student's re-entry into the nursing program with the goal of successfully completing the program and passing the NCLEX. Re-entry into the program is by space availability and considerations of the technical standards of the nursing student (See Policy #117). Students must re-enter the nursing program within two years of leaving the program. Students who have been away from the program for greater than two years will need to apply for re-entry after extended absence (see below).

The items listed below are required for re-entrance into the Nursing Program. Because items, such as health clearances, may take several weeks to complete, it is recommended that the student start this process early. It is the student's responsibility to ensure completeness of all items by the re-entry date. See Policy #101 for requirement of documentation.

Procedure:

1. Any student who withdraws, or who is dropped from the Nursing Program, must reapply for admission to the appropriate semester during the regular application filing dates.
2. The same criteria are used for initial entry into the Program.
3. Re-admission is based on space available basis.
 - a. If there are more applicants for re-admission to the Program than there are spaces available, re-admission will be based on the following criteria:
 - i. Evidence of the development, execution, and documentation of individualized success plan specifically tailored to the student's needs. (Please note: It is the student's responsibility to follow up with the Director to demonstrate requirements have been met).
 - ii. Performance of and successful completion of competencies required for readmission.
 - b. Students must be enrolled in all classes they earned a non-passing grade in. They may audit the courses they previously passed on a space available basis.
 - c. Students will be required to follow the agreed upon remediation learning contract throughout the remainder of the program.
4. Students who do not maintain continuous enrollment will be required to submit to all admission screening requirements (criminal background checks, drug/alcohol and physical examination, and immunization screening) (See Policy #101).

Procedure for Petition for Readmission into the Program

Recognizing that unexpected life events occur and that students have the potential for change, the Faculty endorses the ability for students to Petition the Faculty for Readmission into the Nursing Program.

- If re-entry resulted from a medical condition, a physician note of wellness must accompany the application for re-entry.
- If re-entry resulted from a personal leave of absence, an appointment with the Program

Director must be scheduled prior to submission of application for re-entry.

1. The student will reach out to the Program Director expressing desire to be considered for re-entry to the nursing program by the 8th week of the previous semester.
2. The Program Director will develop an individualized remediation plan and send it to the student. The remediation plan will be created based on the reason for the student's dismissal and will at minimum include the following:
 - a. The student will be required to earn a 75% on final exams for the last semester successfully completed. The exams will include math and pharmacology problems.
 - b. If the student successfully completes the final exams, they will then complete a skills-performance test consisting of selected procedures picked at random from the list of skills taught in the last successfully completed semester of the Program. Grading will be the same as that that is currently used in the Program.
 - c. If the student does not earn a passing score, then the student will not be eligible to re-enter into their previous semester. The student must meet with the Director to discuss program re-entry options. Students may only take the tests up to two times.
3. All testing must be completed by the 12th week of the previous semester in order for the student to be considered for enrollment.

Re-Entry into Program after Extended Absence or Two previous failures

An extended absence is defined as having been absent from the Program for two (2) or more semesters. Students with extended absences or two previous program failures will be required to complete all of the above and the following additional items:

1. A letter of intent written by the applicant stating:
 - which level they are requesting re-admittance to,
 - which semester and year they wish to re-enter,
 - a brief description regarding the reason they must petition (why they are not eligible to re-apply.)
2. An Individualized Remediation Plan tailored to student's specific situation and needs: Evidence to support the progress and changes made in order to promote student success upon readmission. For example, provide a list of what they have done for remediation, as well as any faculty/ instructors they have met with, and or if they have met with Director (provide dates and times.)
3. Letters of recommendation from employers, teachers and others who can attest to your ability to be successful in the Nursing Program.

The Petition Application, and all supporting documentation will be received in the Nursing Department approximately 8-weeks before the start of the semester, which the student is applying. The Program Director and Assistant Director will evaluate the documentation and if the materials meet the submission requirements the applicant may be called for an interview. Students will only be allowed to petition for readmission into the Program a maximum of two times. Upon the students second petition ALL items must be resubmitted, along with updated information.

Policy #107 Prior Experience/Transfer Credit/Credit for Exam

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 6/21

Reference: CCR 1430

Purpose:

To maintain compliance with CCR1430; An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing, including military education and experience, through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.

At Westmont, a student may receive up to 32 semester hours of credit for learning demonstrated by taking a comprehensive examination. A student will be given credit for any GE areas as appropriate unless noted below.

Procedure: Westmont grants credit to students for:

1. Advanced Placement exams from the College Board with scores of 4 or 5.
2. International Baccalaureate exams with scores of 5, 6, or 7 on the higher-level subject tests.
3. GCE A-Level exams with a score of A*, A or B.
4. CLEP (College-Level Examination Program) credit for scores of 500 for general tests and 50 for subject matter tests, providing the student has not previously completed an introductory college course in the area tested. CLEP credit may be applied to elective credit only.
5. DSST (DANTES Subject Standardized Tests). DSST credit will be given for scores of 400 or above for tests taken since 2008, and 50 and above for tests taken prior to 2008 provided students have not completed an introductory college course in the area tested. DSST credit may be applied to elective credit only.
6. At the discretion of the nursing department, additional units of Credit by Examination may be validated by departmental examination at Westmont. If a student feels that he or she has sufficient knowledge to pass a comprehensive final examination in a particular Westmont nursing course, and has not earned credit in an advanced course in that area, the student should:
 - Contact the faculty member who teaches the class to determine if their background or preparation is sufficient.
 - Register for the appropriate number of units of credit. Westmont will charge a fee per unit (see Charges in the college catalog).
 - Report for the exam, which will be administered by a nursing faculty member in the nursing department.
 - Grading is by letter grade only and the student must pass the exam with 75% to pass the course.
 - A maximum of 20 units may be validated by Credit by Examination at Westmont College. Students may petition for credit beyond this unit maximum.

Policy #108 Military Veteran Admission Process

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 8/26

Reference: Business and Professions Code 2786.1, California Code of Regulation 1423.1, 1426 (d)(1), and 1430

Purpose:

To provide the Military veteran the choice and ability to challenge any nursing course in the curriculum of the MEPN or ABSN program, understanding the veteran has healthcare knowledge and experience that is recognized upon admission to the nursing program.

Procedure:

1. The military veteran follows the same admission process as any other applicant.
2. The military veteran provides education transcripts and honorable discharge documents to the college.
3. The military veteran makes an appointment with the Program Director to discuss the knowledge and experience he/she has to determine what nursing course/s to challenge.
4. Once the course/s are determined, the Content Expert works with the veteran and provides the course syllabus for the veteran to review.
5. Prior nursing education and experience will be evaluated in the same manner as other students, See Policy #107.
6. The veteran will challenge courses/exams/competency skills and medication calculation test for each course with a score consistent with a passing grade (75%).
7. The veteran will be assessed on practical experience by either simulation or direct care experience, if available. The veteran must be competent, according to the Westmont College Clinical Evaluation Tool used for the course/s challenged.
8. The veteran will be required to complete all other general education courses and units required for the Bachelor of Science in Nursing Degree.
9. The Student Records Office will record and track courses passed by challenge exams.

Policy #109 Licensed Vocational Nurse Admission Options

Date written: 10-2020 Last Date reviewed: 8/26
Reference: CCR1429

Last Date Revised: 8/26

Purpose:

Licensed Vocational Nurses (LVN) enter the program with some nursing knowledge and experience and have the choice of two options at Westmont College.

Procedure:

Option #1: Placement in the MEPN/ABSN program (when seat is available) with acceptance of prior coursework as transfer credit). In this situation, the LVN would follow the same process as any other student to challenge courses based on prior nursing education and experience and be placed in courses to complete the degree. (See Policy #107)

1. LVN submits application following the same instruction as all applicants.
2. LVN provides transcripts verifying the first baccalaureate degree.
3. The LVN would be required to complete all general education coursework and units for the Bachelor of Science in Nursing Degree.
4. The BSN/MSN degree would be conferred to the LVN, and he/she would attend graduation.

Option #2: Placement in the MEPN/ABSN curriculum with acceptance of prior coursework as transfer credit. In this situation, the LVN would follow the same process as any other student to challenge courses based on prior nursing education and experience and be placed in courses to complete the 30 units to prepare them to take the National Council Licensure Exam (See Policy #107).

1. LVN submits application following the same instructions as any applicant with the exception of the first degree.
2. LVN makes an appointment with the Program Director or their designee to obtain objective counseling about the risks and benefits of the non-degree option.
3. The transcript would have the courses recorded that the LVN completed at Westmont. The BSN degree would not be conferred and the LVN would not attend graduation.

Policy #111 Graduation

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 8/26

Purpose:

To support a smooth transition through the graduation process and to ensure the student has met all graduation requirements for conferring the degree of Bachelor of Science in Nursing, or Masters of Science in Nursing.

Procedure:

1. All candidates will receive an Application for Degree two semesters prior to completing the requirements for the degree. The Student Records Office will initiate the application, though the student may also initiate it by filling out a request form in the Student Records Office or by obtaining the request form on the Web.
2. The Program Evaluation and Application for Degree will indicate (as applicable for MSN/MEPN/ABSN):
 - Total units completed
 - Total units remaining to be completed
 - General education requirements remaining (including those in progress)
 - Number of units outside the major completed
 - Cumulative GPA at the time Application for Degree is distributed
 - Major GPA at the time Application for Degree is distributed
3. Instructions to complete the Application for Degree will be sent to the student who will then meet with advisor for evaluation of degree requirements.
4. The student and major advisor should (as applicable for MSN/MEPN/ABSN):
 - Indicate how and what term general education requirements will be completed
 - List major courses that are remaining to be completed in major. Only list courses numbers for courses that are specifically required (e.g., SOC 200 (3)). If major units are elective, indicate the major category to complete (e.g., upper division Philosophy (4))
 - Check GPA in upper-division major courses (student must have a 2.00-75%)
 - Plan for remainder of “outside major” units, if any
 - Check to be sure that at least half of upper division units in major have been or will be completed at Westmont
 - Check units remaining to complete degree, to be sure student is planning not only for general education and major, but also for sufficient units.

ABSN Graduation Requirements:

1. Minimum of 124 semester units.
2. A minimum grade point average of 2.0 for all courses taken at Westmont and a minimum grade point average of 2.0 (75%) for all courses taken for the major and minor at Westmont.
3. The general education requirements.
4. A major program.
5. At least one-half of the upper-division major requirements taken at Westmont or on a Westmont approved off-campus program.
6. At least 60 units outside of the major department.

MEPN Graduation Requirements:

1. Minimum of 83 semester units.
2. A minimum grade point average of 2.0 for all courses taken at Westmont and a minimum grade point average of 2.0 (75%) for all courses taken for the major at Westmont.

MSN Graduation Requirements:

1. Minimum of 38 semester units.
2. A minimum grade point average of 2.0 for all courses taken at Westmont and a minimum grade point average of 2.0 (75%) for all courses taken for the major at Westmont.

Degree Conferral Date

Degrees are awarded in December for those who finish at the end of fall semester, in May for those who finish at the end of spring semester, and in August for those who finish at the end of summer semester.

Application for Licensure Process

1. No earlier than 2 weeks prior to the program's graduation date, the Program Director or their designee will assist the nursing students in applying to take the NCLEX exam – application through the BRN and PearsonVUE.
2. After the graduation date has passed and notification from Westmont College Registrar's office that the student has earned their MSN/BSN, the program director will verify the student's graduation on the BRN website.
3. The Board of Registered Nursing will then complete the application process and students will receive their authorization to test (ATT) from PearsonVUE. If there are any deficiencies to the application process, the student will be notified by the Board of Registered Nursing. Westmont College is not notified of student deficiencies.
4. Once students take the NCLEX, they are encouraged to share their results with the Nursing Department.

Policy #204 Second Baccalaureate Degree

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised: 8/23

Purpose:

To clarify the degree requirements of a second baccalaureate degree.

Procedure:

1. A student with a bachelor's degree from another institution who applies to Westmont to pursue the ABSN will be treated as a transfer student. The student will be expected to meet all of the same degree requirements as a typical transfer student that enters Westmont seeking a first bachelor's degree.
2. A student who has received one bachelor's degree from Westmont and wishes to earn a second degree must:
 - meet the major requirements of a second major;
 - satisfy all general education/prerequisite requirements in place at the time that work on the second degree is initiated following the awarding of the first degree;
 - complete 30 units of work beyond the first degree;
 - complete at least 24 of the 30 units for the second degree at Westmont.

Policy #122 Regalia Cord Honor and Color Designation

Date written: 08-2025 Last Date reviewed: 8/26

Last Date Revised:

Purpose

To recognize nursing students who demonstrate exceptional contributions in areas beyond academic achievement, such as mentorship, community service, global engagement, and leadership. This policy establishes criteria for awarding regalia cords representing these honors and outlines the associated cord colors.

Policy Statement:

Students who meet specific criteria in designated service categories may be eligible to wear honorary cords at pinning and commencement. These cords symbolize a student's commitment to professional values integral to the nursing discipline and the mission of Westmont Downtown Grotenhuis Nursing Program.

Regalia Cord Honors and Color Designations:

(Cum laude - maroon, Magna cum laude - silver, and Summa cum laude - gold.)

Honor	Eligibility Criteria	Cord Color
Mentorship	Served as a peer mentor for at least one full academic term with documented impact.	Copper
Community Service	Completed a minimum of 40 documented hours of voluntary service with underserved groups.	Royal Blue
Global Health Engagement	Participated in an approved international / global health initiative or immersion	Emerald
Leadership & Advocacy	Held a leadership role in a nursing student organization or committee.	Ming
Spiritual Care & Compassionate Service	Engaged in faith-based outreach or holistic care activities aligned with program mission.	Lilac (Blue Violet)

Eligibility Requirements:

- Students must be in good academic and professional standing.
- Hours or activities must be completed during enrollment in the nursing program.
- All activities must be verified by faculty, preceptors, or relevant community partners.
- Students may be eligible for more than one cord.

Application and Verification Process:

1. Application Deadline: Students must submit a completed "Regalia Cord Recognition Application" at least 8 weeks prior to pinning or commencement.
2. Documentation: Applicants must include:
 - a. Description of activity

- b. Verification forms or letters
- c. Faculty sponsor or coordinator signature
- 3. Review: A faculty pinning committee or designee will review applications and notify students of outcomes within 3 weeks of pinning or commencement.

Distribution and Ceremony:

Approved cords will be distributed during the final nursing pinning rehearsal. Cords may be worn in addition to those awarded for academic distribution.

Policy #208 Financial Aid

Date written: 10-2020 Last Date reviewed: 8/26

Last Date Revised:

Purpose:

All students admitted to Westmont are eligible to apply for financial assistance. Students receive financial aid funds in the form of scholarships, grants, loans, and student employment. Some forms of financial aid require a demonstration of need, although some students receive scholarships solely on the basis of academics or talent. To determine financial need and estimate a fair family contribution, Westmont uses the nationally accepted standards and procedures of the federal government. Factors involved in evaluating family contributions include income and assets of students and parents as well as the size of the family and the number of siblings in college.

The Free Application for Federal Student Aid (FAFSA) provides the necessary information and serves as the foundation of the financial aid application process. “Need” is defined as the difference between a student’s expected family contribution (as determined by the federal formula) and the allowable educational expenses of attending Westmont (the “cost of attendance”). Students and families are advised not to rule out the possibility of financial aid because of either a concern regarding the total cost of attendance or a high income. Reapplication for financial aid is required for each year that a student attends Westmont. The priority application deadline is March 1 of each year. Financial aid information is subject to change. Go to www.westmont.edu/finaid for more information. See the Westmont College Catalog.

Procedure:

1. After students receive a letter of acceptance from the Nursing Department, they should make an appointment with the Financial Aid Department to review their eligibility for financial aid. It is their responsibility to follow all the rules and regulations in the financial aid process.

Resources to help students succeed

One of the nursing program's goals is to help ensure student success. Students are strongly encouraged to seek out assistance early and to meet-on-one with faculty or retention specialist for assistance and education regarding available College resources and to help develop a personal plan for success.

Skills Lab

Contact the skills lab coordinator via canvas to schedule a time to practice skills on an on-going basis and as needed.

Standardized Testing

Purpose:

The Lippincott Ready for NCLEX is designed to provide data related to a student's mastery of specific concepts related to the NCLEX. Each core content area includes a benchmark assessment and open-check assessment. At the end of each assessment, students have access to an individualized Review experience that displays scores to show the priority remediation areas. These standardized assessments are valid and reliable and help to guide improvements in curriculum and tailored student learning and remediation exercises in order to assist the student in successful completion of the NCLEX examination.

Purpose of Student Remediation:

To provide additional student learning opportunities related to clinical judgment and safe nursing practice. Students can benefit from remediation activities, resulting in improved achievement of course learning outcomes (CLOs).

Procedure:

Weighting and Implementation Plan:

Clinical Judgment exams (including open check, benchmark, and remediation); will be worth 10% of total grade.

- Mastering Clinical Judgment – 100%
- Strengthening Clinical Judgment - 90%
- Achieving Clinical Judgment - 85%
- Developing Clinical Judgment - 75%
- Emerging Clinical Judgment – 70%

Student Success Documents

Student Success Plan/Academic Alert/Non-Academic Alert

Purpose and Scope: The ABSN program Student Success Plan provides the remediation of student who is identified as “at risk” at the onset of admission to the program or who fails to thrive in a theory or a clinical course. All entering nursing students will be assessed for being “at-risk” for academic remediation depending on the student’s self-report or for admission criteria that exhibit the need for tracking and remediation (less than 3.3 GPA in core biology courses, less than 3.3 overall GPA, and/or less than the national benchmark on TEAS test). A student in theory courses will receive an Academic Alert referral for an exam score that falls below 75% or if their cumulative grade point average in a theory course falls below 75%. A student in the clinical setting will receive a Clinical Academic Alert referral if they are not progressing toward the identified competency at any time through the clinical experience.

Clinical Opportunity For Improvement Form

Students who are not able to demonstrate competency in expected clinical skills or have failed attempts at Skills testing or Medication Proficiency testing will receive a clinical opportunity for improvement form stating the reason for form and expected outcomes.