



Nursing Assistant Program Handbook



2024-2025 Academic year

Introduction to the Bellevue College Nursing Assistant Program

The faculty and staff of the Bellevue College Nursing Assistant program value you and your participation and want to help you succeed. We are committed to health care equity and to building an inclusive environment for learning. The NAC Student Handbook will provide you with important information about the policies, curriculum, and expectations of the nursing assistant program. Students are responsible for knowing and following the contents of the handbook. Contact information for the nursing assistant faculty can be found at the Staff and Faculty webpage.

Prospective and current students can contact the program at bellevueNAC@bellevuecollege.edu. Program office is located at T-315A. When students complete the online acceptance form as part of their Canvas orientation, they acknowledge having read and understood the nursing program policies and procedures outlined in this handbook. Students are also responsible for adhering to BC policies and procedures.

1.1 NAC Program Outcomes

Upon completion of the Nursing Assistant Program, students should be able to:

- Demonstrate clinical reasoning and use clinical judgment to provide safe care and promote human flourishing at the individual and family levels.
 - Provide Patient-Centered Care through a lens of social equity to culturally diverse individuals and families.
- Collaborate in the management, coordination, and delivery of interprofessional care for diverse individuals, families, and communities.
 - Demonstrate professional behaviors that reflect values consistent with lifelong learning, cultural humility, and ethical standards.
- Provide value-effective communication as an individual and as a team, using information technology to support and provide safe patient care.

Common Abbreviations:

NAC – Nursing Assistant Certified

NAR – Nursing Assistant Registered

DOH – Department of Health

WAC – Washington Administrative Code

1.2 Nursing Assistant Program (NAC) General Information

NAC program is approved by the Washington State Board of Nursing (WABON)

WABON

Town Center 2 111 Israel Rd. S.E. Tumwater, WA 98501

nursing@doh.gov

1.3 Vision, Mission, Core Values, and Philosophy

VISION

The Bellevue College NAC Program stands as the region's Nursing Assistant Certified program of choice, distinguished by its commitment to excellence and innovation in nursing education. The NAC faculty and staff are dedicated to enhancing the health, well-being, and overall quality of life for our students, patients, and the community.

MISSION

The Bellevue College NAC program is a student-centered program, committed to educating a diverse nursing workforce to meet the unique healthcare needs of our local and global community. The program develops graduates who are prepared to pass the Certification State examination, to practice as nursing assistant, and continue lifelong learning and education. The NAC program cultivates graduates who become valuable and active contributors to our local, regional, and global health community.

CORE VALUES

Bellevue College Nursing Department upholds its mission of excellence in nursing education and practice, guided by core values that are woven throughout the program:

- Health Equity
- Inclusivity & Diversity
- Nursing Excellence
- Clinical Judgement
- Beneficence

- Compassionate Care
- Evidence-based Practice
- Innovation
- Safety

NURSING PHILOSOPHY

In alignment with the mission and goals of Bellevue College and guided by the nursing faculty's vision, mission, and core values, our nursing philosophy emphasizes innovation and excellence in nursing education. It fosters the evolution of an NAC student into a certified professional NAC, equipping them to enter, excel, and continuously advance within the nursing discipline. Graduates are prepared to pass the NAC State examination and are primed for a lifelong journey of learning and adaptability. The cornerstone of our philosophy is the preparation of nursing assistant graduates who actively contribute to the well-being of our local, regional, and global communities.

- The NCSBN clinical judgement model guides the curriculum. Students are prepared to recognize and analyze cues, prioritize concerns, generate solutions, act, and evaluate outcomes. Students apply ethical considerations to navigate complexities in healthcare decision-making.
- The NAC curriculum encourages students to develop deep understanding and appreciation of the human experience within healthcare. Swanson's Theory of Caring, with its five caring processes— knowing, being with, doing for, enabling, and maintaining belief—serve as guiding processes throughout each aspect of the program.
- Our graduates are equipped with the skills and knowledge necessary to provide care in a safe environment. Our curriculum reflects a commitment to the Quality Safety Education in Nursing (QSEN) competencies, which include patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics.

The NAC program aligns with the WAC Nursing Assistant Competencies, which provides expectations for nursing assistant graduates. These competencies encompass Human Flourishing, Nursing Judgment, Professional Identity, and a Spirit of Inquiry. In our program, we nurture an understanding of Human Flourishing that extends beyond physical well-being to embrace the holistic health of individuals and communities. Graduates are equipped with the skills and knowledge to provide patient-centered care that promotes physical health, as

well as emotional and psychological well-being. Nursing Judgment is a core element of our curriculum, where students learn to apply critical thinking, clinical reasoning, and ethical decision-making to complex healthcare situations. Our emphasis on Professional Identity ensures that our graduates uphold the highest standards of professionalism, ethics, and accountability in their nursing practice and that they form a deep and enduring commitment to the profession. Lastly, we foster a Spirit of Inquiry, encouraging graduates to seek out evidence-based practices, engage in continuous learning, and contribute to the ongoing advancement of nursing knowledge. Through a comprehensive and robust curriculum, our nursing program prepares graduates to excel in these competencies, making them valuable contributors to the healthcare landscape.

Our philosophy champions global awareness, inclusivity, and international nursing connections, culminating in the establishment of an all-embracing community. Success for our students is facilitated by recognizing the diverse learning styles of all students, including non-traditional or disadvantaged students. We provide a collaborative environment wherein students actively participate in the learning process. Practical, hands-on learning is facilitated through simulation and clinical experiences, while technology and informatics are harnessed to deliver an education that is innovative, accessible, and responsive to the dynamic demands of modern healthcare.

The Bellevue College NAC Nursing Philosophy is based upon the concepts of:

- Kristin Swanson's Theory of Caring
- National League of Nursing (NLN) Core Competencies
- American Nurses Association (ANA) Code of Ethics
- Quality Safety Education for Nurses (QSEN)
- Academic Progression in Nursing (APIN) in Washington State
- Professional Identity Role Formation (ISPIN)
- Commission for Nursing Education Accreditation (CNEA) Standards
- Bellevue College Vision, Core Values, and Mission

Curriculum Design Model

NAC education is designed around program learning outcomes and course outcomes in the following areas:

- Caring theory

- Professional and ethical standards
- Teamwork
- Quality improvement
- Evidence-based practice
- Informatics
- Health Equity
- Clinical judgement
- Safety

Teaching methodologies are based on cognitive (thinking), affective (feeling), and psychomotor (doing) domains of learning. Adult learning theories inform a collaborative environment where the student is an active participant in the learning process. Simulation provides experimental hands-on learning. Technology and informatics facilitate innovative, accessible learning. The curriculum design model is based on a cycle of evaluation and revision that responds to changing healthcare demands.

Nursing curricula are designed using frameworks and data from these professional sources:

- Washington Administrative Code: [Chapter 246-841 WAC](#)
- Revised Code of Washington: [Chapter 18.88A RCW](#)
- [Department of Health and Human Services Patient Bill of Rights](#)
- Swanson's Caring Theory
- [American Nurses Association \(ANA\) Nursing Code of Ethics](#)
- National League for Nursing Core Competencies
- [National Student Nurses' Association Code of Ethics](#)
- Best Practices & Teaching Methodologies NLN Certified Nurse Education
- Bellevue College Mission/Values
- Global Initiatives Programs
- Quality and Safety Education for Nursing



Communication Chain

If students have concerns about the NAC program or classes, it is expected that students will follow these lines of communication:

Lecture/Clinical/Skills Instructor



Course Coordinator and Faculty Cohort Advisor



NAC Program Chair



Associate Dean of Nursing



Dean of Health Sciences, Education and Wellness Institute

Bellevue College Information and Resources

2.1 Institutional Commitment to Inclusion

Bellevue College seeks to “develop and maintain an intentionally inclusive environment.” To achieve that end, the college has adopted [BC Policy 4000 Institutional Commitment to Inclusion](#). The college has also established additional policies and procedures to ensure that every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. The nursing program adheres to BC’s commitments and supports a diverse community of students, faculty, and staff.

2.2 Family Educational Privacy Act Rights (FERPA)

[BC Policy 2600P Disclosure of Student Information – Family Educational Rights and Privacy \(FERPA\) \(Procedures\)](#) describes the college’s compliance with federal law protecting student information. Under FERPA students have the following rights:

- The right to limit disclosure of “personally identifiable information,” known as directory information.
- The right to inspect and review their education records.
- The right to request to amend their education records.
- The right to file a complaint with the U.S. Department of Education concerning an alleged failure by the institution to comply with FERPA.

The college notifies all registered students of these rights and provides other information about student records at the beginning of each quarter using BC email addresses.

2.3 Campus Resources

Bellevue College provides a range of information and services to support students in areas such as academics, technology, mental health, campus life, and safety.

Academic Success Center

www.bellevuecollege.edu/asc/

Provides tutoring and academic support for all students enrolled at Bellevue College. Services include specialized tutoring labs for math and writing as well as drop-in tutoring for most subjects, one-on-one tutoring appointments, workshops, and resources for lending equipment such as textbooks and calculators.

Academic Writing support for students

www.bellevuecollege.edu/hcml/staff/alex-jones/

Alex Jones is the health sciences, education, and wellness institute writing specialist. She offers free writing, tutoring and learning services specifically for students in the health sciences. Appointments can be scheduled at [Alex Jones' contact page](#).

Benefits Hub

www.bellevuecollege.edu/benefits-hub/

The United Way of King County Benefits Hub assists students with housing support, food access, emergency aid, and financial information. Students can sign up for an appointment online.

Care Team

www.bellevuecollege.edu/careteam/

The CARE Team takes a proactive and coordinated approach to promote the safety and well-being of Bellevue College students, faculty and staff, and visitors. The CARE Team strives to provide support to those who may be struggling academically and/or with personal concerns.

Counseling Center

www.bellevuecollege.edu/counseling/

BC's trained mental health professionals assist students with issues that could impact academic performance or with goal setting and planning. Students can sign up for appointments by going to the [Bellevue College Counseling Center form](#). Some services are available on a drop-in basis.

Disability Resources Center (DRC)

www.bellevuecollege.edu/drc/

This resource provides advocacy and classroom accommodations, including specialized materials, technology, and equipment for students with documented disabilities.

Emergency Alerts

www.bellevuecollege.edu/alerts/

Students can sign up to receive text alerts that notify the campus community about class cancellations, campus closures, or any emergency that could pose a safety concern.

Early Learning Center

www.bellevuecollege.edu/childcare/

This resource provides affordable, quality childcare to children ages 3 months to 6 years, an on-site Head Start program, and resources and classes for parents.

Financial Aid

www.bellevuecollege.edu/fa/

This resource provides financial resources to eligible students through an evaluation process. Resources include federal, state, and college funds, which include grants, loans, scholarships, veterans' benefits, and work-study jobs.

Multi-Cultural Services (MCS)

www.bellevuecollege.edu/mcs/

This resource provides culturally sensitive support services to BC students in the area of academic skill-building development, faculty and peer mentorship, student advocacy, information sharing, connecting to resources, and community building.

Public Safety

www.bellevuecollege.edu/publicsafety/

BC Public Safety focuses on the safety of students, faculty, and staff. Public Safety can be reached 24/7 either at their office number 425.565.2400 or at 425.466.9365. Students can [file a report](#) about campus concerns or accident or injury with public safety.

Student Central

www.bellevuecollege.edu/current-students/student-central/

This one-stop hub includes enrollment services, financial aid, evaluations & graduation, and placement and testing services.

Title IX Office

www.bellevuecollege.edu/about-us/values/title-ix/

The BC Title IX Office ensures compliance with Title IX of the Education Amendments of 1972, a law that prohibits gender- and sex-based discrimination in educational programs that receive federal funds.

TRiO

www.bellevuecollege.edu/trio/

This resource provides academic and personal support for eligible students who are first- generation college students, low-income students, or students with a documented disability. Services include tutoring, study skills, advocacy, laptop computer lending, activities, and transfer assistance.

Information Technology Services (ITS)

www.bellevuecollege.edu/its/

ITS offers an array of services to ensure that students have the technological support they need to succeed. These services include:

- [Technology Resources](#) for online access.
- [Laptop loaner program](#)
- [How to get started with Canvas](#)

Veterans Services

www.bellevuecollege.edu/veterans/

This resource is designed to assist military service members and their families with their journey through college, career, and beyond.

Workforce Education

www.bellevuecollege.edu/we/

This resource helps eligible individuals get the skills they need to enter or re-enter the workforce. All training programs include advising, career planning, connections to additional funding sources, and assistance with financial aid and related agencies.

Program Requirements and Sequencing

The NAC Program is a part of the Bellevue College Health Sciences, Education and Wellness Institute (HSEWI) Division, Nursing Department. Information about the NAC program is available at the [Bellevue College Catalog](#), the [NAC program](#) webpage <https://www.bellevuecollege.edu/nursing/options/nac/>.

The NAC plan of study is a full-time evening time progression. Classes are scheduled in the afternoon 3:00 – 8:00 pm Fall, Winter, and Spring quarter. Summer quarter is a full day 7:00 am – 6:00 pm schedule.

3.1 Instruction/Content

Instruction is conducted using various teaching modalities: theoretical instruction (lectures), nursing skills labs, and face-to-face clinical (direct patient care). It is an expectation that students be punctual and attend theory courses, clinical experiences, and nursing skills labs on the assigned days and at the specified times. Please refer to course syllabus for specific details.

3.2 Admission Criteria

There are no pre-requisites to the Nursing Assistant program, however, there are some functional abilities and compliance with immunizations students should be able to demonstrate.

Functional Abilities

Students in the nursing assistant program at Bellevue College must demonstrate the functional abilities necessary to assess a client's needs. Refer to the following examples:

Visual Abilities

- Read for prolonged periods of time either hardcopy or on a computer screen
- Visualize small font (6 font) written words and information on paper, computer screen, and medication label
- Distinguish and appropriately respond to multiple visual inputs
- Monitor and assess subtle changes in patient status (i.e., signs/symptoms, drainage, wound color/appearance, wound depth, cyanosis, etc.)

Auditory Abilities

- Hear monitor alarm(s), emergency signals, ringing telephones, telephone interactions, calls for assistance
- Respond and react immediately to spoken instructions and/or monitor equipment
- Tolerate occasional exposure to loud and unpleasant noises
- Distinguish changes in tone and pitch in heart, lung, and bowel sounds using a stethoscope or modified stethoscope
- Distinguish sounds and understand verbal communication in environments with multiple auditory inputs

Olfactory Abilities

- Ability to detect smoke and odors
- Ability to tolerate occasional unpleasant odors

Tactile Abilities

- Palpate for pulses, temperature, texture hardness or softness, physical landmarks, etc.
- Discriminate subtle differences between sharp/dull and hot/cold

Motor Function Abilities

- Handle small delicate equipment/objects or hand-held devices without extraneous movement, contamination, or destruction
- Move, position, turn, transfer, assist with lifting or lift and carry adult patients without injury to the patient, self, or others
- Lift, push, pull or transfer (bed-to-chair, bed-to-bed) an adult or pediatric patient
- Use hands, wrists, and arms to apply up to 10 pounds of pressure to bleeding sites or when performing CPR
- Coordinate eye/hand, fine and gross motor movements
- Perform electronic keyboarding/documentation and/or extensive writing with a pen and/or pencil
- Stand, bend, walk, stoop, and squat while providing patient care

Communication Abilities

- Effectively read, write, comprehend, and speak the English language
- Communicate relevant, accurate, and complete information concisely and clearly, both verbally and in writing, to patients and healthcare members
- Communicate and function effectively in environments with multiple auditory and visual inputs

Cognitive Abilities

- Perform mathematical calculations accurately for conversions to metric system
- Make appropriate, rapid decisions in stressful or emergency situations
- Manage multiple priorities and function effectively in stressful situations
- Remember multiple messages and information

- Adapt rapidly to environmental changes and multiple tasks demands
- Maintain concentration and focus on professional care setting

3.3 College Credits

NURS 106: Nursing Assistant Foundations - 4 cr.

NURS 107: Nursing Assistant Technical Skills - 3 cr.

INURS 108: Nursing Assistant Practicum – 3 cr.

Faculty & Staff

4.1 NAC Program Director / Coordinator:

Marina Orobinskaia, RN

Associate Adjunct Professor

Classroom and Lab Instructor

E-mail: marina.orobinskaia@bellevuecollege.edu

Phone: 425-564-2702

Office location: T-building, T308 staff suite

Office Hours: Thursdays 4:00-8:00 pm

4.2 Faculty:

Sue Peterson, RN

Associate Adjunct Professor

Classroom and Lab Instructor

e-mail: Sue.peterson@bellevuecollege.edu

Janice Claeys, RN

Associate Adjunct Professor

Classroom and Clinical Instructor

e-mail: Janice.claeys@bellevuecollege.edu

Faina Pik, LPN

Associate Adjunct Professor
Lab Instructor
e-mail: faina.pik@bellevuecollege.edu

Tyler Willis, RN, BSN
Associate Adjunct Professor
Clinical Instructor
e-mail: tyler.willis@bellevuecollege.edu

Course Descriptions

NURS 106: Lectures. Prepares students to discuss legal and ethical aspects of the Nursing Assistant Certified role. Provides opportunity to understand basic care needs of adults, appropriate communication, and safety and infection control.

NURS 107: Skills Lab. Focuses on the daily care needs for adults including communication, safety, and infection control. Provides opportunity to practice responses to emergency situations such as falls, non-responsive patient or a power outage. Prepares students for the Washington State Certification exam (State test) as a Nursing Assistant. Co-requisite: NAC 106

NURS 108: Clinicals. This class focuses on personal care of patients in a clinical setting (Overlake Hospital) and communication techniques to support adults and their families. Students learn to work in healthcare teams. The use of correct safety and infection controls, reporting of assessment data, and principles of restorative and rehabilitative care are developed. Co-requisite: NAC 106 and NAC 107, current BLS Healthcare Provider card (American Heart Association), completed immunization CPNW clinical passport, Overlake hospital learning modules and paperwork, clean WA State background check, completed check off list of the skills learned in the lab. Physical demands - ability to safely lift 50 lb., walk and stand most of the 12-hour shift.

5.1 Course Outcomes

NURS 106: After completing this class, students should be able to:

1. Discuss basic normal anatomy.

2. Discuss basic disease processes and their impacts on the patient.
3. Discuss principles of infection control.
4. Identify normal and abnormal assessment data.
5. Use communication techniques that facilitate interactions among client, family, and health care team.
6. Describe how the emotional, cultural, religious, and spiritual values of the client or resident affect care.
7. Describe appropriate interventions within legal, ethical, and regulatory frameworks of practice.
8. Describe a safe and comfortable environment for the client or resident.
9. Be able to meet patient's needs based on Maslow's hierarchy and individual diagnosis.

NURS 107: After completing this class, students should be able to:

1. Apply principles of infection control.
2. Recognize normal and abnormal assessment data.
3. Practice communication techniques that facilitate interactions among client, family, and health care team.
4. Record pertinent data such as vital signs and weights.
5. Practice providing a safe and comfortable environment for the client or resident.
6. Demonstrate correct performance of specific skills required for certification examination.

NURS 108: After completing this class, students should be able to:

1. Use principles of infection control.
2. Recognize and report normal and abnormal assessment data.
3. Use communication techniques that facilitate interactions among client, family, and health care team.
4. Accurately record pertinent data such as vital signs and weights according to agency policies.
5. Provide a safe and comfortable environment for the patient.
6. Use correct techniques in performance of specific skills required for certification examination

5.2 How Outcomes Will be Met and Measured

For NURS 106, each student's grade is based on tests, daily quizzes, presentations, projects, and discussion board participation. If you missed a test due to absence, you must take this test on the first day you return to class.

For NURS 107, each student's grade is based on skills testing (all 22 skills should be checked off by instructor) in the lab and attendance (should attend at least 80% of classes)

For NURS 108, each student's grade is based on clinical practice in the patient care facility and attendance – student must attend at least 4 clinical days out of 5. Student will be graded by rubric for clinical activities and a report on a patient applying knowledge of holistic care based on Maslow's Hierarchy of needs.

5.3 Grading

Grading is based on daily quizzes (quiz average = 90% of the course grade); and a final exam is worth of 10% of the final grade. Here is the grading scale for NURS 106:

Grading Scale:

A 93-100% 4.0
A- 90-92.9% 3.7
B+ 87-89.9% 3.3
B 83-86.9% 3.0
B- 80-82.9% 2.7
C+ 77-79.9% 2.3
C 73-76.9% 2.0
C- 70-72.9% 1.7
D+ 67-69.9% 1.3
D 60-66.9% 1.0
F 0-59.9% 0.0

NURS 107 is graded as Satisfactory (S) / Not Satisfactory (U). Each student must demonstrate the 22 required skills at a minimum of the 90% level and attend at least 80% of the lab time to be graded satisfactory on the final test.

NURS 108 is graded as Satisfactory (S) / Not Satisfactory (U). Each student will work with their assigned clinical instructor and receive in-time feedback to allow improvement in their performance, as needed. Student should attend at least 4 clinical days out of five to be graded (S) Satisfactory.

Student should have 80% or above for NURS106, and Satisfactory on both NURS107 and NURS108 to be Certified as a Nursing Assistant and to be qualified for the State test.

The College Grading Policy is explained in the current Course Catalog and can also be found at this link: [Grading Policy](#)

5.4 Books and Materials Required

1. Dugan, D., (2019). Nursing Assisting: A Foundation in Caregiving, 6th edition, Hartman

Publishing, Inc. Available in student store and on Amazon.

https://www.amazon.com/Nursing-Assisting-Foundation-Caregiving-6e/dp/1604251549/ref=sr_1_8?crid=1N3ULQBLEHG4S&keywords=dugan+nursing+assistant&qid=1692161838&srefix=dugan+nursing+assistant%2Caps%2C192&sr=8-8&ufe=app_do%3Aamzn1.fos.006c50ae-5d4c-4777-9bc0-4513d670b6bc

2. Washington Nursing Assistant Candidate Handbook:

https://credentia.com/storage/handbooks/wa-handbook_2024.pdf

Materials Required:

1. Uniform – hospital green color:

Amazon:

https://www.amazon.com/Dagacci-Medical-Uniform-Hospital-X-Small/dp/B06XSQD5GH/ref=sr_1_5?crid=1XUU5VEBYX90V&dib=eyJ2IjoiMSJ9.nXw1FEDfpAAvwHYu06o-8J78ZlsGCPqhnBXCownJ5xupJ_Q8pSQMbGOrzDc6XCPvSgPKCh43g9KdahwjOl9FkySzQWdJukqfA69iU2RBqJ9n5CqAK6Ka18RpdEtDs1YePj8UdX3BhU8BzTiwm8WI7ke97ANm88-kmEdYCv0MWm3Fzt83dGwKuSlOVw2m-wv57qgGK9AwmBc-

[rQeczxsVQxRYWcNr20h zHqHQsdHtHUqPCQir0wyli5h5o7X9N dpiEIRQ3gU1TdJT6M9fYkV9bzyIbAAgcTA9ftJGRUxZk.AeNEZBaU5Z3jinMdbLcBldNKAtLxG1rsZ3k9rl3M-d4&dib tag=se&keywords=surgical+green+scrubs&qid=1710814181&sprefix=surgical+green+scrubs%2Caps%2C141&sr=8-5](https://www.bellevuecollege.edu/elearning/canvas-resources-and-technology-support/)

2. White shoes for clinicals

3. Watch with a second hand

Help with Canvas

Students can find help with Canvas by following the link here:

<https://www.bellevuecollege.edu/elearning/canvas-resources-and-technology-support/>

Student Canvas Help

<https://www.bellevuecollege.edu/elearning/current/student-canvas-training/>

5.5 Classroom and Clinicals Expectations

1. Respect yourself and others, have positive attitude and sense of humor. Practice civility. (professionalism)

2. Come to class on time, prepared and ready to work.

3. Don't use your cell phone during class unless your instructor permits it for use of timer, calculator, or web browsing.

Learn to use your phone only during breaks (responsibility and professionalism)

4. No perfume is allowed either in the classroom, a skills lab, or at clinicals.

5. During clinicals at the hospital there is zero tolerance to the cell phone use by students by both hospital staff and instructors. Students noted using their cell phones or disengaged in the clinical learning overall will be sent home and the clinical hours will not be counted. Leave your sell phone in the backpack in the breakroom for the length of the shift, to be safe, and check it only during breaks.

5.6 Professional Appearance

1. Wearing full set of scrubs (top and bottom) is expected in the lab, classroom, and clinicals. No overcoats are allowed in the lab. Students are allowed to wear a long white sleeve undershirt under uniform's top for warmth if needed.

2. Uniform and clothes are to be clean and wrinkle free.

3. Long hair should be pulled back and tied so it is off the collar.
4. Fingernails are to be no more than ¼ inch longer than the fingertip. Healthcare facilities do not allow acrylic (or other artificial product) nails and only light color of nail polish is allowed.
5. No visible piercing (tongue, eyebrows, nose, etc.) allowed when caring for patients/residents, except ear piercing.
6. No high heels (higher than 2") allowed. Shoes should be closed toed, white, neat, and clean. Shoes for clinicals should be completely white. No boots or flip-flops allowed in the lab or clinicals.
7. Small ear studs or non-loop earrings and a watch are the only jewelry appropriate by healthcare standards. Any jewelry that a patient could accidentally grab will put the caregiver in danger of injury.
8. Chewing gum or wearing hats or hoods are not permitted in the classroom, labs, or clinicals.
9. For warmth, you may wear white or green (matching your uniform) undershirt if you are cold. No other warm clothes are allowed.
10. No wearing perfumes or aftershave is allowed at clinicals by our clinical partners.

5.7 Clinical Experiences

Clinical experiences are conducted at healthcare organizations who have entered a contract (affiliation agreements) with Bellevue College to host nursing assistant students. It is the student's responsibility to be flexible and adhere to the clinical schedule set forth by the clinical healthcare partners.

Clinical Attendance Requirements

To participate in clinical experiences, students must submit all required clinical onboarding paperwork to the Castle Branch and CPNW (Clinical Passport Northwest) before the designated deadline. Please keep in mind that Bellevue College does not set or control clinical site standards or documentation requirements. These requirements are separate from a student's employment at a site and must still be completed. Failure to submit paperwork by the designated deadline prohibits the student from participating in clinical courses and will have to create a re-entry plan with the associate dean of nursing.

If you are not able to attend a mandatory clinical experience, you may need to discuss deferral options with your faculty cohort advisor. Not all clinical experiences have make-up options.

NAC Program Policies

Students enrolled in the NAC program must follow all Bellevue College policies and procedures (posted at bellevuecollege.edu/policies). Students must adhere to the Bellevue College Student Conduct Code (BC Policy 2050, [WAC \(Washington Code\) 132-126](#)), which applies on campus and at any clinical site at which a student is attending a clinical experience. The BC Student Conduct Code describes the rights and responsibilities of students in the Bellevue College community, including due process rights, appeal routes, and behavior expectations.

6.1 Professional Behavior Policy

Being a Safe Practitioner and Accident Reporting

Students are responsible for their behavior and for being safe practitioners. Students who wish to seek advice related to stress management, communication skills, and/or anger management are encouraged to seek support through the [BC Counseling Center](#).

Students who are injured and require immediate attention should call 911. Less severe injuries or accidents that occur to students in the clinical setting should be reported immediately to the clinical instructor. Injuries that require immediate attention may be treated on-site. Any expenses incurred for treatment at the site, or any additional treatment elsewhere, are the responsibility of the student.

Injuries or accidents that occur to students in the classroom/nursing skills lab must be reported immediately to the instructor, if readily available, or to BC Public Safety (425.564.2400 or www.bellevuecollege.edu/publicsafety/).

Expectations of Professional Behavior

Students are expected to exhibit professional behavior toward all faculty members, health team members, peers, clients, and their families. ADN program standards for professional behavior are informed by the following resources: the [International Council of Nurses Code of Ethics for Nurses](#), the [American Nurses](#)

Association Code of Ethics for Nurses, the American Nurses Association Scope and Standards of Practice, the National Student Nurses Association Code of Professional Conduct, and the National Student Nurses Association Code of Academic and Clinical Conduct.

Professional behavior includes, but is not limited to the following:

- Submission of program-related documentation by specified deadlines (e.g., fully compliant clinical paperwork such as the Clinical Passport and site-specific documentation requirements).
- Gifting to instructors is inappropriate.
- Children, significant others, and animals are not allowed in theory classes, clinical experiences, or labs.
- Cellular phones must be set to “vibrate” or “silent” during class. No text messaging during class.
- Students are to comply with facility-specific cell phone policies
- Students will not interfere with the learning of other students

A student will be asked to leave any nursing class or clinical experience if they exhibit any of the following unsafe or disruptive behaviors:

- Impolite, rude, or abusive behavior
- Profanity, argumentative or aggressive behavior toward any person
- Repeated, unnecessary talking during class
- Direct harm to a client
- Breach of client confidentiality
- Refusal to care for a client
- Use of narcotic key
- Transcribing physicians' orders
- Taking telephone or verbal orders from a physician or other health care prescriber
- Leaving the clinical area without notifying the appropriate staff and instructor
- Falsifying or photocopying medical records
- Performing a psychomotor skill for the first time without the instructor's knowledge
- Failure to use Universal Precautions for infection control

- Leaving the facility without removing client-identification data from chart information and any Health Insurance Portability and Accountability Act (HIPAA) violations
 - Violation of the [American Nurses Association Code of Ethics](#)
 - Indications that the student may be under the influence of substances.

Behaviors may include:

- ♣ Impaired motor coordination ♣ Impaired speech
- ♣ Impaired cognition
- Indications that the student has been cheating on an exam, quiz, or test. These include but are not limited to:
 - ♣ Open texts, related notes, or papers within sight of the student
 - ♣ A second or already marked scantron
 - ♣ Talking with peers
 - ♣ Looking at a peer's exam, quiz, or test materials
 - ♣ Continuing to write after time is called
 - ♣ Copying or reproducing test questions in any manner
 - ♣ Accessing non-approved material electronically
- Evidence of plagiarism: plagiarize (verb): to use and pass off as their own the ideas, writings of another, to appropriate for use as one's own passages or ideas from another

A student suspected of cheating, stealing, or plagiarizing will be reported to a BC student conduct officer.

A student found guilty of cheating and/or plagiarizing will earn a:

- ♣ Grade of 'F' on the assignment
- ♣ Score of '0' on the quiz, exam, or test
- ♣ A student who wishes to contest this grade/score must follow [BC Policy 3000P Grade Dispute \(Procedures\)](#).

Exhibiting any of the above may result in a Clinical Performance Improvement Plan (CPIP), a behavioral contract, or dismissal from the program.

Behavioral Contract

A behavioral contract may be initiated by a faculty member if warranted by student behavior. Once initiated, behavioral contracts remain in effect for the duration of the program. The faculty member will review the contract with the student every quarter. Failure to meet the conditions of the contract may result in failure to progress and dismissal after faculty discussion.

6.2 Patient Confidentiality

Patients are entitled to the confidentiality of their medical information. Federal legislation, the Health Insurance Portability and Accountability Act (HIPAA), mandates that no personally identifiable patient information be released without the patient's permission.

Students may share non-identifiable information for course and learning purposes within the confidential clinical site and classroom only.

Clinical agencies require that absolutely no reference to a patient, even if de-identified, be shared electronically via email or on social networking sites such as Facebook. Sharing de-identified patient information on Canvas is permissible as directed by the instructor since Canvas access is password protected. Pictures, audio, or video recordings of patients must never be taken.

6.3 Audio, Video Recording, and Social Media

Recording of any kind in the classroom or skills lab requires the instructor's permission. Audio or video recordings obtained by students are for personal academic use only and cannot be distributed or posted on any public site or social networking site including but not limited to YouTube, Facebook, or any blog sites. In addition, no cell phones or other audio/video recording devices should be on a student's person in the clinical setting. Violation of this prohibition may result in dismissal from the program and review under the BC Student Conduct Code.

6.4 Safety Event Reporting Protocol

This plan provides guidance to faculty and leadership related to errors/safety events/near misses by students, faculty, preceptors or staff nurse working with students in clinical settings, simulations, and labs. The full text of this plan can be found on the [ADN Guiding Practices for Students webpage](#).

6.5 Accessibility

The online elements of these courses are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let your instructor know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let your instructor know of changes she/he can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

6.6 Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Affirmation of Inclusion (<https://www.bellevuecollege.edu/inclusion/>)

6.7 Reasons of Faith and Conscience

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College Policy 2950 (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy 1440P (<https://www.bellevuecollege.edu/policies/id-1440p/>).

6.8 Annual Notice Non-Discrimination

Bellevue College does not discriminate based on race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable

federal and state statutes and regulations designed to promote affirmative action and equal opportunity. Reports of gender and sex-based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

Equal Opportunity (<http://www.bellevuecollege.edu/equal/>)

[Spanish and Chinese versions of the anti-discrimination notice are available at Equal Opportunity.]

6.9 Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at Title IX (<http://www.bellevuecollege.edu/titleix/>). If you have any concerns, you may report to: Report Concerns (<https://www.bellevuecollege.edu/reportconcerns/>).

6.10 Student Conduct Code and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication, and inappropriate/disruptive classroom behavior are violations of the Student Conduct Code of Bellevue College. Examples of disruptive behavior include, but are not limited to, repeatedly talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Conduct Code to the Manager of Student Conduct for investigation.

Specific student rights, responsibilities, and appeal procedures are listed in the Student Conduct Code at: Student Code

6.11 Important Links

See "Important Links" page online for more information about the E-mail and MyBC, Public

Safety, the Academic Calendar, the Academic Success Center, and more.

6.12 Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus. The DRC office is in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name DRCatBC). For more information about the services we offer, including our Initial Access Application, visit our website at Disability Resource Center (<http://www.bellevuecollege.edu/drc>). Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

Course Calendar

The calendar for NAC courses will be posted on Canvas. Additionally, daily quiz results and final exams results will be automatically posted in Canvas Grades, so you can trace your progress.

Additional Information

A note about accessing Canvas from the People's Republic of China: some users have reported that they do not have full access to all Canvas functionality from within the People's Republic of China. This appears to be due to Canvas' parent company, Instructure, not fully committing to Chinese government requirements regarding internet operations within the country. The Chinese government does not inform foreign entities of their policy updates; therefore, Bellevue College cannot anticipate access to Canvas. If you will be in China during the quarter, you should prepare for intermittent and uncertain access to Canvas.

Source: Access to Canvas in China
(<https://support.canvas.fsu.edu/kb/article/1157-access-to-canvas-in-China/>)

Note on policy changes: This handbook is reviewed and revised every year for the fall quarter. In some cases, changes may be made during the academic year. Students are notified of changes to BC Policies and Procedures via their BC email address. Students are notified of changes to nursing assistant program policies through a change summary sent to their BC email address with a link to the updated handbook.