

# Thomas Nelson Community College Nursing Education Department



## Fall 2021 Student Handbook



Policies, Procedures and Education Standards for students accepted into the Nurse Aide, Healthcare Technician, Practical to Professional Nursing, and Professional Nursing Programs

Karen Lynch  
Nursing Department Head



August 22, 2021

Dear Student,

On behalf of our Nursing education team, it is my pleasure to welcome you to Thomas Nelson Community College Nursing Education Program! I am delighted that you have chosen the Thomas Nelson Community College Nursing Education Department to embark upon and/or continue your nursing education. No matter which nursing program of study you have elected to take, we believe that you will find the work challenging, yet uniquely rewarding.

The qualities of a nurse require empathy, emotional stability, verbal and nonverbal communication skills, flexibility, open mindedness and respectfulness. Nurses work in controlled and uncontrolled environments with or without supervision and require maturity and discipline to handle critical situations. In order to obtain these qualities, you will participate in extensive cognitive, psychomotor, and affective training in the classroom, lab and clinical setting designed to provide “real-world” experiences.

As the Nursing Education Department Head, myself, your nursing professors and clinical faculty will expect your best each day. Know that we are committed to your development and success! The keys to your academic success, as well as in your future as a professional nurse are rooted in your ability to be dependable, reliable, flexible, open, fair, compassionate, attentive, ability to follow-through, document, collaborate, possess or develop an attention for detail and your ability to become a lifelong student of the evolving profession that we call Nursing! Your professional growth, health and safety are of utmost concern for me personally, because if you are growing as a student, our programs and the community will benefit as well.

We are excited and look forward to helping you gain the knowledge, skills and abilities you desire to serve your community within the realm of nursing. If I can be of assistance to you, please do not hesitate to contact me with any questions or concerns.

Sincerely,

*Karen E. Lynch, MSN, RN, CEN, CHSE*

Karen Lynch, MSN, RN, CEN, CHSE  
Nursing Department Head

**SUCCESS. IT'S CLOSER THAN YOU THINK.**

Public Safety, Allied Health and Human Services Division • Nursing Education

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## **Accreditation**

The Nurse Aide/Healthcare Technician Programs (Certification and/or Career Studies Certificate) - is fully approved by the Commonwealth of Department of Health Professions, Virginia Board of Nursing.

The Professional Nursing Education Program (Associate Degree) - is fully approved by the Commonwealth of Virginia Department of Health Professions, Board of Nursing.

The Virginia Department of Health Professions is a Commonwealth of Virginia Executive Branch agency in the Health and Human Resources Secretariat, the Department of Health Professions is composed of Virginia's thirteen (13) health regulatory boards including, but not limited to the Board of Nursing, the Board of Health Professions, the Prescription Monitoring Program and the Health Practitioners' Monitoring Program. The Department of Health Professions licenses and regulates over 380,000 healthcare practitioners across sixty-two (62) professions in the Commonwealth of Virginia.

Virginia Department of Health Professions  
Perimeter Center  
9960 Mayland Drive, Suite 300  
Henrico, Virginia 23233-1463  
<https://www.dhp.virginia.gov>



The Virginia Board of Nursing consists of a fourteen-member Board, a five-member Massage Therapy Advisory Board, as well as administrative, licensing, discipline, education, and support staff responsible for regulating Nurses (Registered and Licensed Practical), Nurse Practitioners including Nurse Anesthetists and Nurse Midwives, Nurse Aides, Advanced Certified Nurse Aides, Clinical Nurse Specialists, Medication Aides and Massage Therapists. The Virginia Board of Nursing also regulates Prescriptive Authority for Nurse Practitioners, and approves and regulates in-state education programs for Nurses (Registered and Licensed Practical), Nurse Aides, and Medication Aides.

Virginia Board of Nursing  
Perimeter Center  
9960 Mayland Drive, Suite 300  
Henrico, Virginia 23233-1463  
<https://www.dhp.virginia.gov/Boards/Nursing>



The Professional Nursing Education Program (Associate Degree) - is accredited by the Accreditation Commission for Education in Nursing (ACEN).

The Accreditation Commission for Education in Nursing (ACEN) is governed by a seventeen-member Board of Commissioners. The Commissioners are elected by the representatives of ACEN-accredited nursing programs. The legal basis for the foundation and structure of the Commission is outlined in the Bylaws and the Articles of Incorporation. The ACEN is incorporated under the laws of the state of New York.

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

[www.acenursing.org](http://www.acenursing.org)



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The Practical to Professional Nursing (Bridge) Education Program (Career Studies Certificate) is a bridge or transition program for Practical Nurses who hold a current and unrestricted license as a Practical Nurse. The bridge/transition program is not required to be accredited, as students are not admitted into the approved and accredited Professional Nursing (Associate Degree) Program, until they have successfully completed all of the bridge/transition program requirements, and have been provided advanced standing admission into the approved and accredited Professional Nursing (Associate Degree) Program.

## **Introduction**

This handbook contains the policies and procedures specific to the Thomas Nelson Community College Nursing Education Program(s). It is intended to be used by nursing faculty and students in conjunction with the Thomas Nelson Community College [Student Handbook](#) and the Thomas Nelson Community [College Catalog](#). This handbook includes information about each of the Nursing Education Programs offered by the College. Where necessary, specific guidance is provided with regard to individual program requirements, policies, procedures, standards, etc. When not specifically referenced to or for a specific program, the policies, procedures, and/or standards contained herein are applied to all students seeking enrollment, making application, and/or accepted into one or more of the College's Nursing Education Programs (Nurse Aide, Healthcare Technician, Practical Nursing, Practical to Professional Nursing Bridge, and/or the Professional Nursing Program).

Nursing students can access additional information in the College's [Student Handbook](#) and [College Catalog](#) on the College's website. Nursing Education Program policies, procedures, and educational standards are reviewed as part of a continuous quality improvement process and are amended as appropriate and/or as necessary as stated in the systematic evaluation plan.

If your program of study leads to industry certification and /or licensure, it is important for all students to understand that licensing boards and/or certification agency's for certain occupations and professions may deny, suspend and/or revoke a license/certification, and/or may deny the opportunity to sit for an examination if an applicant has a criminal record, unacceptable DMV record, unacceptable financial record, and/or other record that the licensing board(s) and/or certifying agency(s) determine to be unacceptable for licensure/certification.

Students and/or prospective students who are concerned about their ability to obtain licensure/certification in their respective program are strongly encouraged to consult the licensing board/certifying agency of their intended profession for further information.

Successful completion of a program of study at the College does not guarantee licensure, the opportunity to sit for a licensure examination, certification or employment in the relevant occupation.

This handbook, as well as all Nursing Education Program policies, procedures, standards, rules and regulations are reviewed and updated annually, as necessary, as well as periodically as part of the Program's continuous quality improvement (CQI) processes. The Program will do all things possible to limit revisions to annual revisions, or at least between semester revisions; however, it may be necessary to implement changes immediately to facilitate faculty, staff and/or student learning and/or health and safety.

## **American Nurses Association (ANA) Code of Ethics for Nurses**

Each person, upon entering the nursing profession, inherits a measure of the responsibility and trust associated with the profession, along with the corresponding obligation to adhere to the standards of ethical practice and conduct it has set. Nursing students are expected to show responsibility in their behavior; to deal with faculty, peers, patients, and clinical staff in a direct and honest manner; and to be professional in their conduct. Students who violate accepted standards for professional nursing may be discharged from the program. The Code of Ethics for Nurses was adopted by the American Nurses Association in 1950 and revised in 1960, 1968, 1976, 1985, and 2001 (Reissued in 2010).

- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
- The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

## **Administration, Faculty and Staff**

### Background Information

The College's Nursing Education Programs are part of the College's broader Allied Health Programmatic offerings and include, but are not limited to certification courses/programs, career studies certificate programs, certificate programs, and/or degree programs.

Additional information about each of the programs under the auspices of the Nursing Education Department, and specifically those for which these policies, procedures and/or standards are applicable are detailed within this handbook.

The College is an institution of higher education of the Virginia Community College System, an agency of the Commonwealth of Virginia.

Admission to the College requires that registration and the payment of tuition are accomplished within published timeframes. Failure to accomplish these activities may result in the student forfeiting their space in a class.

### Nursing Education Program Organizational Structure

The following describes the administrative structure for the Nursing Program:

- Thomas Nelson Community College President
- Vice President for Academic Affairs (credit program/course offerings only)  
or
- Interim Director of Workforce Development (non-credit program/course offerings only)
- Dean – Public Safety, Allied Health and Human Services Instructional Unit
- Director of Nursing
- Program Lead
- Course Lead Faculty
- Nursing Faculty (Full Time and Adjunct)
- Lab Instructor
- Administrative Support Staff

### Student Chain-of-Command (Course Related Situations)

- Student, to

- Course/Clinic Faculty Member (course faculty for course, clinical faculty for clinical), to
- Lab Instructor (as appropriate in the lab setting), to
- Course Lead Faculty, to
- Program Coordinator/Lead, to
- Director of Nursing (Department Head/Program Head/Chair), to
- Dean - Public Safety, Allied Health and Human Services Instructional Unit, to
- Vice President for Academic Affairs (credit program/course offerings only)  
or
- Director of Workforce Education (non-credit program/course offerings only)

*In the event of disciplinary action (see definition in glossary), the student has the right to file a grievance and/or to appeal the action, in accordance with the processes established and described in the College's [Student Handbook](#), available on the College's website.*

### **Program Personnel**

Thomas Nelson Community College provides Nursing Education programs with a combination of college employees and community partners. Program personnel consist of a combination of full-time, part-time, temporary and/or volunteer faculty and staff. The roles and responsibilities of program personnel are described in this section. Due to the number of College personnel, as well as community partners who may instruct, evaluate, precept, assess, and/or interact with prospective and/or current students, it is not possible to provide a comprehensive list with contact information in this handbook.

Below is a list of the Course Lead Faculty who may be assigned to a Nursing Education Program(s)/course(s). Additional course faculty information and contact information will be provided in the course/program syllabi, as appropriate/applicable.

All Nursing Education Program faculty and/or staff may be contact via their email College email address provided in the respective course syllabus, [College Directory](#), and/or through contact with the Public Safety, Allied Health and Human Services Instructional Office by emailing [psahhs@tncc.edu](mailto:psahhs@tncc.edu) or calling 757-825-2808 during normal business hours (8:00 a.m. to 5:00 pm. Monday – Friday).

Professional Nursing, including Practical to Professional Nursing Programs

[K. Lynch](#) – Director of Nursing Education (Department/Program Head/Chair)

[S. Stainback](#)

[Dr. C. Clark](#)

[D. Wentworth](#)

[Dr. S. Sears](#)

[M. Wilder](#)

[J. Jones](#)

Nurse Aide Education Program/Healthcare Technician

[K. Lynch](#) – Director of Nursing Education (Department/Program Head/Chair)

[P. Crew](#) – Nurse Aide Education Program (Healthcare Technician) Coordinator (Program Lead)

[M. Bass](#)

[Dr. L. Scott-Stone](#)

Additional information, including contact information for College faculty and staff is available in the [College Directory](#).

#### Nursing Education Program Faculty

Faculty members include a cadre of full-time and adjunct [part-time] program faculty whom are charged with the development, delivery and evaluation of a high-quality nursing education curriculum and educational experience for students at multiple campuses and sites.

#### Lab Instructor

Lab instructors are program faculty and staff members who provide programmatic support to students and other program faculty in evaluating psychomotor skills in the lab/simulation setting. The lab instructor is provided curricular guidance by the faculty member(s) and oversees student psychomotor skill practice and acquisition.

#### Lead Lab Instructor

The lead lab instructor fulfills all of the requirements of a Lab Instructor and also serves as a mentor/preceptor for all Lab Instructors.

#### Clinical Preceptor

The clinical preceptor is a facility staff member whom is assigned to a student(s) during their clinical experiences and internships and may include, but not be limited to a nurse, department technician, and/or other subject matter expert within the facility setting during the students assigned clinical/field shift. In specialized units (ICU, OR, NICU, L & D, etc.), students will be assigned to an appropriate preceptor (nurse, nurse anesthetist, anesthesiologist, physician, etc.).

#### Guest Faculty/Lecturer

Selected specialists and experts covering specific topics or skills

#### Student

Students are admitted into a program of student for the purposes of continuing their education, and/or earning a degree, certificate, other educational credential, and/or an industry credential /license).

Students are not considered faculty and/or staff.

Students are not employees of the College.

Students are not considered to be employees, other agents of authority, or considered to be engaged in any employee/employer relationship with the College, the Nursing Education Program, and/or any of the clinical affiliates of the College and/or Nursing Education Program with whom the student is assigned for clinical shifts.

The assignment of students to clinical shifts by the College and/or Nursing Education Program, does not qualify as a work-study program, employee/employer relationship, nor does the students participation in their respective Nursing Education Program course of study constitute designation as a volunteer.

### **Program Locations**

The College Nursing Education Programs offer high-quality Nursing education at multiple campuses and sites throughout the Virginia Peninsula including, but not limited to the courses on the Hampton Campus, Historic Triangle Campus and/or other approved site(s) as scheduled.

The Nursing Education Programs have a responsibility to provide students with realistic education, training and professional development through the use of “real-world” scenario and simulation. Scenario and simulation demand realistic settings, each of our campuses and sites provide realistic opportunities to facilitate scenarios and simulations that mimic and/or incorporate the elements of reality necessary for an exception educational experience.

These educational opportunities require that all students be good stewards of the campus community and respect the boundaries and spaces of our campus communities as a whole. Students shall conduct themselves in a courteous and professional manner at all times respecting the campus, facilities, equipment and other students, faculty, staff and visitors while participating in educational opportunities outside of designated and classroom/lab spaces.

All students are advised that while every effort will be made to schedule students at the campus where their program, cohort and/or course is originally scheduled, situations beyond the College’s and/or Nursing Education Program’s control may dictate that a course, lab, simulation, clinical internship, community service requirement, and/or other program, cohort, course required component be moved/relocated to an alternate location.

### **Program Days/Times**

All students are advised that while every effort will be made to schedule students within the day, evening, and/or weekend day/evening hours, based upon cohort/course enrollment, the College and/or the Nursing Education Program cannot dictate facility, health system, office, and/or other



clinical affiliate availability. The Nursing Education Program will make every effort to schedule courses, labs and simulations in the traditional day/night time frames published below; however, other course/program requirements must be scheduled as affiliate partners and within the time frames provided to the College. Additional information is provided below.

### Day Cohorts/Courses

The Nursing Education Program has cohorts/courses that are assigned primarily to days. Program courses, labs, simulations, clinical internships, community service opportunities and other associated program requirements and/or other program/course opportunities are typically\* assigned to traditional day times, which may include, but are not limited to start times as early as 6:00 a.m. (0600 hours) through 7:00 p.m. (1900 hours).

Day cohort/courses, lab, simulation, clinical internships, community service opportunities, and other associated program requirements and/or other program/course opportunities are may be scheduled Sunday through Saturday.

The College does not dictate clinical shift availability, and it may be necessary for students assigned to a day cohort/course to have staggered clinical internship rotations, which may be based upon facility scheduling availability.

\* Students should be aware that from time-to-time, in order to place students, and/or provide opportunities for students to meet program and/or licensure requirements, students may be required to complete clinical rotations, community service requirements, and/or other program requirements outside of the typical day cohort/course hours (potentially night cohort/course hours). When these opportunities are required, and/or available, students will be provided as much advance notice of the requirement/opportunity as possible. Students who have a scheduling conflict, are encouraged to contact their Lead Course Faculty to determine if additional options and/or opportunities may exist (this will not always be the case; however, faculty and staff will attempt to provide additional options; however, students should be aware that this is not always possible).

### Evening/Weekend Cohorts

The Nursing Education Program has cohorts/courses that are assigned primarily to evenings and weekends. Program courses, labs, simulations, clinical internships, community service opportunities and other associated program requirements and/or other program/course opportunities are typically\* assigned to traditional evening times, which may include, but are not limited to start times as early as 3:00 p.m. (1500 hours) through 3:00 a.m. (0300 hours).

Evening/weekend cohort/courses, lab, simulation, clinical internships, community service opportunities, and other associated program requirements and/or other program/course opportunities may be scheduled Sunday – Saturday.

The College does not dictate clinical shift availability, and it may be necessary for students assigned to a night/weekend cohort/course to have staggered clinical internship rotations, which

may be based upon facility scheduling availability.

\* Students should be aware that from time-to-time, in order to place students, and/or provide opportunities for students to meet program and/or licensure requirements, students may be required to complete clinical rotations, community service requirements, and/or other program requirements outside of the typical night/weekend cohort/course hours (potentially day cohort/course hours). When these opportunities are required, and/or available, students will be provided as much advance notice of the requirement/opportunity as possible. Students who have a scheduling conflict, are encouraged to contact their Lead Course Faculty to determine if additional options and/or opportunities may exist (this will not always be the case; however, faculty and staff will attempt to provide additional options; however, students should be aware that this is not always possible).

## **Program Physical Resources**

### Classrooms/Laboratories

The College will provide adequate classroom space, laboratories, clinicals, and other facilities.

The College will provide administrative offices for program staff and faculty. Additional facilities may be utilized for supplemental educational activities, and may include contracted, public, or college-owned facilities.

### Equipment/Supplies

Appropriate and sufficient equipment, supplies and storage space is provided for student use and for teaching the didactic and supervised clinical practice components of the curriculum. Instructional aids, such as, documents, reference materials, equipment and demonstration aids will be provided when required for use by the didactic or supervised clinical education components of the curriculum. All training equipment and supplies are dedicated to training and are not utilized for actual patients at any time. Consumable supplies are available to the program with simulated medication and other supplies as needed.

All students are advised that while every effort will be made to ensure adequate and appropriate equipment and/or supplies (durable and/or consumable medical supplies/equipment), manufacturers and/or suppliers ensure that direct patient treatment, care and/or transport facilities, systems and/or agencies are the highest and first priority within the supply chain.

Additionally, local, state and/or federal officials may redirect/reroute and/or reprioritize equipment and supplied while in transit to identified higher priority end users.

During public health emergencies, local, state, regional and/or federal disasters, emergencies, humanitarian efforts, and/or other times of needs as determined necessary and/or appropriate, Nursing Education, and/or other College programs may experience equipment/supply shortages, the inability to replenish, and/or other reductions in available resources that may require program, cohort, and/or course changes.

## Learning Resources

Students will have ready access to a supply of current books, high-speed internet access, journals, periodicals and other reference materials related to the curriculum to enhance student learning. Clinical subjects, reference materials, audio and visual resources and computer software and hardware will be available in sufficient number and quality to enhance student learning. The College's libraries provide students access to these and additional resources needed for successful student learning.

## Clinical Affiliate Clinical Shift Time Examples

In an attempt to assist students to better understand the varying times for clinical shifts that may be provided to the College, the following examples are provided. Students are advised that these are samples only, and the actual shift times, days of the week, locations are clinical affiliate assigned, and the College may not have the ability to select times and/or days of the week that may be preferred.

- Public School: 6:00 a.m. – 3:00 p.m.
- Physician's Office: 7:30 a.m. – 5:00 p.m.
- Acute Care Facilities: 3:00 a.m. – 11:00 a.m., 7:00 a.m. – 3:00 p.m., 11:00 a.m. – 7:00 p.m., 7:00 a.m. – 7:00 p.m., 3:00 p.m. – 11:00 p.m., 7:00 p.m. – 3:00 a.m., 7:00 p.m. – 7:00 a.m.
- Long-Term Care Facilities: Acute Care Facilities: 3:00 a.m. – 11:00 a.m., 7:00 a.m. – 3:00 p.m., 11:00 a.m. – 7:00 p.m., 7:00 a.m. – 7:00 p.m., 3:00 p.m. – 11:00 p.m., 7:00 p.m. – 3:00 a.m., 7:00 p.m. – 7:00 a.m.
- Urgent/Emergency Care Facilities: 3:00 a.m. – 11:00 a.m., 7:00 a.m. – 3:00 p.m., 8:00 a.m. – 5:00 p.m., 2:00 p.m. – 10:00 p.m., 11:00 a.m. – 7:00 p.m., 7:00 a.m. – 7:00 p.m., 3:00 p.m. – 11:00 p.m., 7:00 p.m. – 3:00 a.m., 7:00 p.m. – 7:00 a.m.
- Specialty Care Facilities/Units: 3:00 a.m. – 11:00 a.m., 7:00 a.m. – 3:00 p.m., 8:00 a.m. – 5:00 p.m., 2:00 p.m. – 10:00 p.m., 11:00 a.m. – 7:00 p.m., 7:00 a.m. – 7:00 p.m., 3:00 p.m. – 11:00 p.m., 7:00 p.m. – 3:00 a.m., 7:00 p.m. – 7:00 a.m.

Reminder, this is a sample of possible clinic shifts and only some of the facility/unit types for which a program, cohort, and/or course may be required to complete. Clinical schedules will be assigned based upon facility/agency availability.

## **Program Clinical Resources**

### General Statement

The majority of the Nursing Education Program clinical education will be provided by regional acute care hospitals, long-term care facilities, and/or other appropriate local government or

community agencies/organizations with which the College maintains affiliation agreements.

### Clinical Affiliations

Clinical affiliations have been established and confirmed in written agreements with multiple healthcare systems, organizations and/or facilities that provide clinical internships for all students. Students will be precepted and supervised in all clinical areas by program instructors and/or healthcare facility personnel (physicians, nurses, allied health). Clinical areas utilized may include but are not limited to the following:

- Emergency Department
- Critical Care
- Anesthesia
- Triage (Emergency Department)
- Labor and Delivery
- Respiratory Care
- Pediatrics
- Primary Care Clinical
- Physician's Offices
- Wound Care Centers

Clinical objectives will include direct patient care responsibilities for students.

### **Nursing Education Functional Abilities**

All individuals who apply for and are students in one of the College's Nursing Education Programs, including persons with disabilities, must be able to perform essential functions included in this document either with or without accommodations. These essential functions are congruent with the Virginia State Board of Nurse Examiners expectations of any individual seeking initial licensure as a registered nurse.

Students who do, or believe that they may need accommodation(s) to successfully meet the minimum essential functions outlined below are encouraged to refer to the Americans with Disabilities (ADA) section of this handbook, as well as to establish contact with the College's Office of Disability Support Services. Students are also encouraged to refer to, and review the information in the College's [Student Handbook](#) for additional information.

It is the student's responsibility to provide their College issued accommodation(s) documentation [Instructional Accommodations Plan – IAP] to each of the faculty from whom they may receive instruction, assistance and/or are assessed or evaluated by prior to the instruction, assistance and/or assessment including, but not limited to all course/program activities (i.e. lecture, lab, simulation, and/or clinical. IAP's are not retroactive and will be effective from the time presented to, reviewed and signed by the faculty member. Students must meet the essential functional abilities with or without accommodation to be admitted to or continue their studies in one or more (their respective) of the College's Nursing Education Program(s).

Students are advised that it may become necessary for the Nursing Education Program faculty and/or leadership, Instructional Unit leadership (Division), and/or a representative of the College to collaborate with, and/or share accommodation information with one or more clinical sites to ensure that the required clinical time and skills can be completed at their facility. When it is necessary to share this information with program clinical partners, only the accommodation requirements will be shared, the program will NOT share any personally identifiable information with the program clinical partner when making these requests and/or clarifying clinical placement. As referred to later in this document, and other Nursing Education Program policies and procedures, the program may be required to release program participant (student and/or faculty) personally identifiable information, medical and/or immunization history, and/or academic information in accordance with program agreements, policies, procedures and/or program standards.

Essential functions are the basic skills (activities) that a student must be able to perform. Any student applicant who has met the necessary prerequisites and who can perform the essential functions of their respective Nursing Education Program, either with or without reasonable accommodations, will be considered for admission. A candidate must be able to perform the identified essential functions in a reasonably independent manner. The use of trained intermediaries is not permissible, in that the candidate's judgment would be mediated by someone else's power of observation and selection.

The "essential functions" are the basic cognitive, psychomotor, and affective activities that are essential to successful completion of the nursing education curriculum leading to initial certification and/or licensure as a nurse aide, practical (licensed practical) and/or professional (registered) nurse. Essential functions are categorized into the following functional areas: essential physical/neurological functions, essential motor skills, essential judgement skills, essential communications skills, essential intellectual and cognitive skills, and essential emotion coping skills. The essential functional skills required in each category have been identified as essential for a nurse aide, practical and/or professional nurse, and/or those entering an allied health profession that requires the provision of direct and/or indirect patient care, and they form the basis for the College's Nursing Education Program essential functions.

The College will review and consider reasonable and appropriate accommodation for students with a documented disability to participate fully in the student's respective educational program of study. The following standards and functional abilities are necessary for participation in the nursing program. The College, nor any of its educational programs and/or courses will be fundamentally altered to accommodate students.

<b>I. Essential physical/neurological functions: Nursing students must be able to accurately observe close-at-hand and at-a-distance to learn skills and to gather data. Students must possess functional use of the senses that permit such observation.</b>	
<b>I-A. Tactile</b>	
<b>Essential Functions</b> <ul style="list-style-type: none"> <li>• Feel vibrations</li> <li>• Feel differences in sizes, shapes, surface characteristics</li> <li>• Detect temperature and temperature differences</li> </ul>	<b>Clinical Examples</b> <ul style="list-style-type: none"> <li>• Palpate pulses, detect fremitus</li> <li>• Palpate vein</li> <li>• Identify body landmarks</li> <li>• Assess for skin turgor, rashes, skin temperature</li> <li>• Detect deviations in skin temperature</li> </ul>
<b>I-B. Visual</b>	
<b>Essential Functions</b> <ul style="list-style-type: none"> <li>• Sufficient visual acuity to make accurate observations.</li> <li>• Sufficient visual acuity to perform an accurate assessment close-up and at a distance.</li> <li>• Sufficient visual acuity to accurately read information presented in an electronic format.</li> <li>• Visualize objects at a close distance (e.g., information on a computer screen, skin conditions, wound dressing)</li> <li>• Visualize objects at a far distance (e.g., client in a room)</li> </ul>	<b>Clinical Examples</b> <ul style="list-style-type: none"> <li>• Participate meaningfully in academic demonstrations and simulations.</li> <li>• Read school-related materials.</li> <li>• Use equipment safely.</li> <li>• Accurately read electronic health records. Complete a visual assessment of the patient.</li> <li>• Complete a visual assessment of the environment.</li> <li>• Distinguish color differences for assessments (e.g.: inflammation) or color-coded materials.</li> <li>• Monitor patients in low-light situations.</li> <li>• Accurately observe changes in: <ul style="list-style-type: none"> <li>• Skin condition, including distinguishing change in skin integrity such as evidence of allergic response</li> </ul> </li> </ul>
<b>I-B. Visual - Continued</b>	
<b>Essential Functions</b> <ul style="list-style-type: none"> <li>• Possess adequate depth perception and peripheral vision</li> <li>• Distinguish color (e.g., color codes on supplies, charts, dressing drainage)</li> <li>• Distinguish color intensity (e.g., flushed skin, skin paleness)</li> </ul>	<b>Clinical Examples</b> <ul style="list-style-type: none"> <li>• Breathing patterns (including absence of respiratory movement)</li> <li>• Color intensity such as the ability to identify cyanosis or bleeding/drainage</li> <li>• Tissue swelling or edema such as with IV infiltration</li> <li>• Read medication administration records as printed on medication labels, equipment calibrations, IV infusion pumps, LED output on electronic devices</li> <li>• Perform skills necessary for medication administration such as drawing up correct quantity of medication into syringe</li> </ul>
<b>I-C. Auditory/Hearing</b>	
<b>Essential Functions</b> <ul style="list-style-type: none"> <li>• Hear normal speaking level sounds (e.g., person-to-person report)</li> <li>• Hear faint body sounds (e.g., blood pressure sounds, assessment placement of tubes)</li> <li>• Hear in situations when not able to see lips (e.g., when masks are used)</li> <li>• Hear auditory alarms (e.g., monitors, fire alarms, call bells)</li> <li>• Sufficient auditory acuity to communicate with patients and co-workers.</li> <li>• Sufficient auditory acuity to perform assessments.</li> <li>• Sufficient auditory acuity to perceive emergency situations.</li> </ul>	<b>Clinical Examples</b> <ul style="list-style-type: none"> <li>• Receive and understand normal speaking voice when it is not possible to read lips, such as in surgery or low light-situations <ul style="list-style-type: none"> <li>• Assess</li> <li>• Vital signs</li> <li>• Accurately auscultate.</li> </ul> </li> <li>• Changes in heart, breathing, abdominal, and vascular sounds</li> <li>• Ensure safety of weak or infirm patients (e.g. can hear a call for help).</li> <li>• Recognize electronic device alarms and auditory alarms such as call bells, fire alarms, etc.</li> <li>• Accurately respond to workplace alarms.</li> </ul>

<b>I-D. Olfactory/Smell</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Sufficient olfactory awareness to identify abnormal body odors.</li> <li>• Sufficient olfactory awareness to identify abnormal environmental odors.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Detect odors from client</li> <li>• Detect odors exhibited by body fluids which may be indicative of disease processes</li> <li>• Detect foul smelling drainage.</li> <li>• Detect “fruity” breath associated with DKA.</li> <li>• Detect alcohol on breath.</li> <li>• Detect smoke.</li> <li>• Detect overheated equipment.</li> <li>• Detect gases or noxious smells</li> </ul>
<b>I-E. Multisensory</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Sufficient multisensory integration and stability to negotiate normal and abnormal environmental stimuli.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Determine environmental hazards related to fall risks through awareness and analysis of multiple environmental cues.</li> </ul>
<b>I-F. Tactile/Touch</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Sufficient tactile sensation to complete a physical assessment.</li> <li>• Sufficient tactile sensation to perform job-related technical tasks.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Accurately assess pulse rate and characteristics.</li> <li>• Accurately identify a change in skin temperature or texture.</li> <li>• Accurately palpate body landmarks.</li> <li>• Identify equipment by touch.</li> <li>• Have awareness of dropping objects.</li> </ul>
<b>II. Essential motor skills: Nursing students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within the program. Students must be able to display motor function sufficient to fulfill the professional roles toward which the program educates.</b>	
<b>II-A. Gross Motor Skills</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Move within confined spaces</li> <li>• Sit and maintain balance</li> <li>• Stand and maintain balance</li> <li>• Reach above shoulders (e.g., IV poles)</li> <li>• Reach below waist (e.g., plug electrical appliance into wall outlets, assess urine drainage)</li> <li>• Able to move from one location to another.</li> <li>• Able to maintain physical balance and stability.</li> <li>• Effective range of motion for provision of patient care.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Administer medication accurately</li> <li>• Safely care for patients such as implementing appropriate nursing interventions to stabilize a patient’s condition and/or prevent complications</li> <li>• Safely move patients to administer care</li> <li>• Transport self between patient rooms.</li> <li>• Transport self within confined spaces such as small or cluttered patient rooms.</li> <li>• Move quickly in response to an emergency</li> <li>• Rise from chair to provide for patient safety during an emergency.</li> <li>• Sit comfortably in order to promote effective face-to-face communication with patient in bed.</li> <li>• Stand with stability while holding a newborn or child.</li> <li>• Turn from side to side while transferring patient or doing a sterile dressing change.</li> <li>• Bend from waist, or stoop, or squat to empty drainage devices or insert therapeutic devices.</li> <li>• Reach above head, forward, below waist and out to sides in order to provide patient care as needed.</li> </ul>

<b>II-B. Fine Motor Skills</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Pick up objects with hands</li> <li>• Coordinate eyes and hands/fingers with accuracy (e.g., drawing up medications, use roller clamp on IV tubing)</li> <li>• Grasp and use small objects with hands (e.g., IV tubing, pencil, manipulate a syringe)</li> <li>• Write with pen or pencil</li> <li>• Grasp/pinch.</li> <li>• Pick up small objects.</li> <li>• Squeeze objects.</li> <li>• Twist objects.</li> <li>• Typing/keyboarding skills</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Safely prepare and administer medications</li> <li>• Take vital signs, including blood pressure, pulse, temperature, respiratory rates, pulse oximetry</li> <li>• Pick up or grasp and use small objects used in patient care such as IV roller clamps, eye dropper</li> <li>• Transmit information via electronic means as needed</li> <li>• Perform learned nursing skills such as trach care, insertion of catheters, etc.</li> <li>• Hold a pen/pencil and write.</li> <li>• Grasp and remove bandage tape.</li> <li>• Manipulate a syringe.</li> <li>• Pinch skin to give an injection.</li> <li>• Pick up scissors.</li> <li>• Pick up thermometer.</li> <li>• Squeeze an eye dropper.</li> <li>• Squeeze rubber inflation ball on blood pressure cuff.</li> <li>• Operate fire extinguisher.</li> <li>• Turn a doorknob to open a door</li> <li>• Turn a small knob on a monitor.</li> <li>• Use computers, keypads, etc.</li> </ul>
<b>II-C. Physical Endurance</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Sufficient energy level to perform duties</li> <li>• Stand (e.g., at client side during surgical or therapeutic procedure)</li> <li>• Sustain repetitive movements</li> <li>• Maintain physical tolerance for entire work shift</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Complete a typical 8-12-hour nursing shift.</li> <li>• Sit or stand for several hours, as needed - for example, in surgery or while performing complex patient care or procedures.</li> <li>• Manage physically taxing workloads.</li> </ul>
<b>II-C. Physical Endurance- Continued</b>	
<p><b>Essential Functions</b></p>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Perform cardiopulmonary resuscitation [CPR] (e.g., move above patient to compress chest and manually ventilate patient)</li> <li>• Stand, walk or move to complete clinical day (i.e., 8-12-hour shift)</li> <li>• Complete assigned clinical practice within the clinical day</li> </ul>
<b>II-D. Physical Strength</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Push and pull objects weighing up to 25 pounds (e.g., position clients)</li> <li>• Provide physical support of 25 pounds of weight (e.g., ambulate client)</li> <li>• Lift and move objects weighing up to 25 pounds (e.g., pick up a child, transfer client)</li> <li>• Manipulate, move and/or raise/lower objects weighing up to 10 pounds (e.g., IV poles)</li> <li>• Use upper body strength (e.g., perform CPR, physically restrain a client)</li> <li>• Squeeze with hands (e.g., operate fire extinguisher, use a bulb- type sphygmomanometer)</li> <li>• Defend self or restrain another.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Position patients</li> <li>• Use transfer techniques in moving and lifting patient in all age groups and weights</li> <li>• Assist with ambulation</li> <li>• Push a wheelchair.</li> <li>• Position a patient in bed.</li> <li>• Assist an infirm patient out of bed.</li> <li>• Assist an infirm patient to ambulate to a chair or bathroom.</li> <li>• Pick up a child.</li> <li>• Lift a side rail on a bed.</li> <li>• Carry necessary equipment from one location to another.</li> <li>• Assist with transfer of adult patient from gurney to bed or vice versa.</li> <li>• Take evasive action if accosted.</li> <li>• Protect patient from self-inflicted injury.</li> </ul>



II-E. Mobility	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Twist</li> <li>• Bend</li> <li>• Stoop/squat</li> <li>• Move quickly (e.g., response to an emergency)</li> <li>• Climb (e.g., ladders/stools/stairs)</li> <li>• Walk/Move</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Maneuver in the confined and/or other patient care areas</li> <li>• Move independently from room to room</li> <li>• Engage in direct patient care</li> </ul>
III. Essential communication skills: Nursing students must be able to communicate effectively and efficiently. Students must be able to process and comprehend written and verbal material.	
III-A. Communication	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Can effectively read information written in English.</li> <li>• Can effectively communicate verbally in English.</li> <li>• Can effectively communicate in writing</li> <li>• Teach (e.g., client/family about healthcare)</li> <li>• Explain procedures</li> <li>• Give oral and written reports (e.g., report on client's condition to others)</li> <li>• Interact with others (e.g., health care workers)</li> <li>• Speak on the telephone</li> <li>• Influence people</li> <li>• Direct activities of others</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Efficiently access, read and interpret medical orders.</li> <li>• Efficiently access, read and interpret patient care notes.</li> <li>• Effectively read current professional literature.</li> <li>• Verbalize an oral report on a patient.</li> <li>• Verbally interview a patient.</li> <li>• Effectively teach necessary information for health promotion or maintenance.</li> <li>• Speak clearly on the telephone.</li> <li>• Give instructions to personnel.</li> <li>• Clarify information.</li> </ul>
III-A. Communication - Continued	
	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Use both electronic and written medical record systems.</li> <li>• Communicate with patients/clients, family members and health care providers</li> <li>• Read, speak and comprehend English</li> <li>• Document clearly and correctly on patient's medical record for legal documentation</li> <li>• Transmit information through written documents that use good grammar, syntax, spelling, and punctuation</li> <li>• Be able to access and document on the electronic medical record</li> <li>• Clarify the meaning of verbal and non-verbal communication</li> <li>• Use physical touch as a therapeutic non-verbal intervention</li> <li>• Present oral reports</li> <li>• Clarify physician orders</li> </ul>
IV. Essential judgment skills: Nursing students must exercise good judgment and promptly complete all responsibilities required of the program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence, and motivations are requisite for the program.	

IV-A. Judgement	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Interpersonal abilities essential to interact with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds</li> <li>• Make judgments based on scientific knowledge and thorough assessment of individual patient situations</li> <li>• Practice in a manner that is non-judgmental and non-discriminatory</li> <li>• Function as a contributing member of an interdisciplinary team</li> <li>• Recognize that decision-making occurs in an environment of uncertainty and ambiguities</li> <li>• Demonstrate capacity to make sound decisions when under stress</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Deliver patient care safely in a manner that is non-judgmental and non-discriminatory</li> <li>• Work as a member of the patient care interdisciplinary team</li> <li>• Create climate in which patients feel comfortable and able to make informed decisions about their healthcare</li> <li>• Practice safe care in high-stress and/or ambiguous environments such as ICU, Emergency Department, mental health facilities, and the community</li> </ul>
IV-B. Affective/Behavioral Skills	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Ability to establish professional relationships and maintain professional accountability in the legal and ethical realm.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Act ethically and responsibly.</li> <li>• Demonstrate compassion in client care.</li> <li>• Demonstrate mature and therapeutic relationships with clients.</li> <li>• Assume accountability for all actions.</li> </ul>
IV-C. Punctuality/Work Habits	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Ability to complete pre-entry, classroom, laboratory, simulation and clinical assignments at the required time.</li> <li>• Ability to adhere to classroom, laboratory, simulation and clinical schedules.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Submits required pre-entry/acceptance documentation, health and preclinical assignments, work, documentation and/or other requirements punctually.</li> <li>• Arrives to class, lab, simulation and/or clinical punctually.</li> <li>• Performs skills in lab and clinical in a timely manner.</li> <li>• Completes assignments by due date and time.</li> </ul>
IV-D. Ethical Comportment	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Maintain a personal sense of integrity.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Truthful charting.</li> <li>• Truthful reporting.</li> <li>• Refrain from unethical activities.</li> <li>• Refrain from illegal activities.</li> <li>• Advocate for patient, family, and/or community</li> </ul>
<p><b>V. Essential intellectual and cognitive skills: Nursing students must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply, and evaluate information. Creative problem-solving and clinical reasoning require all these intellectual abilities. In addition, students must be able to comprehend three-dimensional relationships and understand the spatial relationship of structure.</b></p>	
V-A. Reading	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Read and understand written/typed/printed documents in English</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Read and understand College and/or program policies and procedures.</li> <li>• Read and understand information in patient charts.</li> <li>• Comprehend standard nursing and medical terminology.</li> <li>• Read and understand English printed documents (e.g., policies, protocols, standards of care)</li> <li>• Read measurement marks</li> </ul>

<b>V-B. Arithmetic Competence</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Read and understand columns of writing (e.g., flow sheet, charts)</li> <li>• Read digital displays</li> <li>• Read graphic printouts (e.g., EKG)</li> <li>• Calibrate equipment</li> <li>• Convert numbers to and/or from Metric System</li> <li>• Read graphs (e.g., vital sign sheets)</li> <li>• Tell time</li> <li>• Measure time (e.g., count duration of contractions, etc.)</li> <li>• Count rates (e.g., drips/minute, pulse)</li> <li>• Use measuring tools (e.g., thermometer)</li> <li>• Read measurement marks (e.g., measurement tapes, scales, etc.)</li> <li>• Accurately add, subtract, multiply, and/or divide whole numbers</li> <li>• Compute fractions (e.g., medication dosages)</li> <li>• Document numbers, measurements, and symbols.</li> <li>• Use a calculator</li> <li>• Document findings in records</li> <li>• Document findings in records</li> <li>• Accurately read and understand digital, analog, and waveform tools.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Use measurement tools recognized as central to the care of patients/clients</li> <li>• Perform dosage calculations in a time frame to deliver safe care</li> <li>• Assess and monitor patient status</li> <li>• Write/type numbers and symbols on hard files.</li> <li>• Type numbers and symbols in electronic files</li> <li>• Accurately measure objects regarding length, width, height, weight, etc.</li> <li>• Compute drug dosages, rates of delivery, etc.</li> <li>• Convert numbers to and from the metric system.</li> <li>• Measure duration of time.</li> <li>• Obtain and interpret information from a flow chart/graph and derive meaning.</li> <li>• Obtain and interpret information from a digital display.</li> </ul>
<b>V-C. Analytical Thinking</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Transfer knowledge from one situation to another</li> <li>• Process information</li> <li>• Evaluate outcomes</li> <li>• Problem-solve</li> <li>• Prioritize tasks</li> <li>• Use short- and long-term memory</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Seek supervision and consultation in a timely manner</li> <li>• Create and prioritize plan of care</li> <li>• Handle multiple tasks and problem solve simultaneously such as taking vital signs and recording them accurately</li> <li>• Assimilate and apply knowledge acquired from multiple learning experiences such as practicing skills and then applying them in the clinical setting</li> </ul>
<b>V-D. Critical Thinking</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Identify cause-effect relationships</li> <li>• Plan/control activities for others</li> <li>• Synthesize knowledge and skills</li> <li>• Sequence information</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Analyze assessment data in determining nursing diagnoses</li> <li>• Prioritize tasks</li> </ul>
<b>V-E. Knowledge Acquisition and Recall</b>	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Ability to acquire fundamental knowledge.</li> <li>• Ability to recall pertinent information within a time frame that assures patient safety.</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Study, understand, and retain new academic information.</li> <li>• Electronic media literacy.</li> <li>• Collect information on appropriate clinical assessment indicators.</li> <li>• Listen to shift report or read patient chart and recall pertinent facts related to patient care as needed.</li> <li>• Listen to shift report or read patient chart and recall pertinent facts related to required tasks as needed.</li> <li>• Recall verbal or written directions related to sequential tasks to be performed.</li> </ul>

<b>V-F. Data Analysis and Interpretation</b>	
<b>Essential Functions</b> <ul style="list-style-type: none"> <li>Ability to accurately process information within a time frame that assures patient safety.</li> </ul>	<b>Clinical Examples</b> <ul style="list-style-type: none"> <li>Quickly identify normal and abnormal assessment findings.</li> <li>Relate findings to potential causes and consequences.</li> </ul>
<b>V-G. Integrating Knowledge to Establish Clinical Judgment</b>	
<b>Essential Functions</b> <ul style="list-style-type: none"> <li>Sound judgment in planning based on appropriate data collection and interpretation.</li> <li>Ability to transfer information from one situation to another.</li> <li>Ability to prioritize and sequence tasks.</li> </ul>	<b>Clinical Examples</b> <ul style="list-style-type: none"> <li>Determine appropriate actions based on evidence.</li> <li>Appropriately respond to rapidly changing patient conditions within a safe time period.</li> <li>See commonalities between two different patients or patient populations to assist with problem solving.</li> <li>Complete work tasks in logical and time appropriate manner.</li> </ul>
<b>V-H. Evaluation</b>	
<b>Essential Functions</b> <ul style="list-style-type: none"> <li>Use cause and effect reasoning.</li> <li>Apply effective problem-solving methods to revise plans when untoward responses occur.</li> </ul>	<b>Clinical Examples</b> <ul style="list-style-type: none"> <li>Accurately determines patient responses to nursing interventions.</li> <li>Update nursing care plan following evaluation of patient response.</li> </ul>
<b>V-I. Time Orientation</b>	
<b>Essential Functions</b> <ul style="list-style-type: none"> <li>Establish and maintain an appropriate time schedule.</li> </ul>	<b>Clinical Examples</b> <ul style="list-style-type: none"> <li>Arrive to class, lab, simulation, clinical, appointments, meetings, and other commitments on time.</li> <li>Distribute medications on time.</li> <li>Send patients to procedures on time.</li> </ul>
<b>VI. Essential Emotional Coping Skills: Essential emotional coping skills: Nursing students must have the emotional health to fully use their intellectual ability, exercise good judgment and complete all responsibilities requisite to the delivery of patient care. Students must be able to develop mature, sensitive and effective relationships with patients and colleagues and be adaptable, flexible and able to function in the face of uncertainty.</b>	
<b>VI-A. Interpersonal Skills</b>	
<b>Essential Functions</b> <ul style="list-style-type: none"> <li>Build functional working relationships (rapport) with clients/patients.</li> <li>Respect differences in clients</li> <li>Build functional working relationships (rapport) with colleagues</li> <li>Negotiate/manage interpersonal conflict</li> </ul>	<b>Clinical Examples</b> <ul style="list-style-type: none"> <li>Establish working rapport with patients.</li> <li>Establish emotional boundaries between self and patient.</li> <li>Provide emotional support to patient or family member.</li> <li>Exhibit a caring, sensitive, and respectful attitude.</li> <li>Establish working rapport with peers/co-workers</li> <li>Function as a contributing and effective member of the health care team.</li> <li>Show respect for the differences in patients/clients and co-workers</li> <li>Function as a member of an interdisciplinary team (e.g., consult, negotiate, share)</li> <li>Establish rapport with patients/clients</li> <li>Participate in partnered and group efforts in classroom and clinical learning activities</li> <li>Practice in a manner that is non-judgmental and non-discriminatory</li> <li>Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds</li> </ul>

VI-B. Emotional Stability	
<p><b>Essential Functions</b></p> <ul style="list-style-type: none"> <li>• Work effectively within complex systems.</li> <li>• Maintain personal emotional balance. Establish therapeutic boundaries</li> <li>• Provide client with emotion support</li> <li>• Adapt to changing environments/stress</li> <li>• Deal with the unexpected (e.g., crisis)</li> <li>• Focus attention on tasks</li> <li>• Monitor own emotions</li> <li>• Perform multiple responsibilities concurrently</li> <li>• Handle strong emotions (e.g., uncertainty, grief)</li> </ul>	<p><b>Clinical Examples</b></p> <ul style="list-style-type: none"> <li>• Adapt to rapidly changing situations.</li> <li>• Remain focused on tasks in a noisy or busy environment.</li> <li>• Able to multitask.</li> <li>• Remain calm during high-stress situations.</li> <li>• Effectively manage personally challenging experiences of shock, grief, anger, frustration, etc.</li> <li>• Function effectively in environments inherent with uncertainty.</li> <li>• Function effectively under stress</li> <li>• Assume responsibility/accountability for own actions</li> <li>• Provide patient/family with emotional support</li> <li>• Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g., learning, patient care, emergencies)</li> </ul>

### Academic/Instructional Nursing Education Programs (Credit/Non-Credit)

#### Certified Nurse Aide Education Program (CNA)

The CNA program is a 124-hour, state-approved, noncredit program which prepares students to work under the supervision of a licensed practical nurse, registered nurse, or physician as an entry-level nurse aide in a variety of inpatient and outpatient care settings such as long-term care facilities, physician offices, clinics and home settings. The program includes 40-hours of mandatory clinical rotations in a healthcare setting, with direct patient/client contact and interaction.

Program Admission Requirements: <https://tncc.edu/programs/nurse-aide-education-workforce-credential>

#### Healthcare Technician Career Studies Certificate

The Healthcare Technician (Nurse Aide) Career Studies Certificate is comprised of a combination of general education and healthcare specific credit courses designed to prepare students to render direct patient care as entry-level nurse aides in a variety of health services facilities. The program includes the 124-hour, state-approved nurse aide education curriculum, which includes 40-hours of mandatory clinical rotations in a healthcare setting, with direct patient/client contact and interaction. This program prepares students to take the Certified Nurse Aide (CNA) exam in Virginia. This program is designed to prepare graduates for industry certification and immediate career mobility into entry-level healthcare teams.

Program Admission Requirements:

- High School Diploma or General Education Diploma and minimum 18-years old to sit for licensure/certification exam
- No college-level prerequisite coursework required
- Successful completion of a criminal background check and drug screen
- Program may have additional medical physical and immunization requirements

### Practical to Professional Nursing Career Studies Certificate (Bridge Program)

The Practical to Professional Nursing Career Studies Certificate (Bridge Program) is designed to provide advanced standing (credit for prior learning) to currently Licensed Practical Nurses while preparing selected students to enter the second year of the Professional Nursing Program.

Program Admission Requirements: <https://tncc.edu/health/nursing/steps-to-admission>

Pre-Nursing Education Program Curricular Grade Point Average (GPA) and scores from the applicants Test of Essential Academic Skills (TEAS) test, which is administered by Assessment Technologies Institute (ATI) will be considered when selecting students for admission.

### Professional Nursing Program/Course Information (Associate of Applied Science Degree)

The Professional Nursing Program (Associate of Applied Science Degree) is designed as a five-semester program, with general education courses taken in the first semester (Pre-Nursing CSC) prior to program admission, and as co-requisite courses with the nursing classes during subsequent semesters, following program admission. Nursing courses are sequential, build upon content from previous courses (including non-nursing prerequisite college courses), and begin after all prerequisites are completed and the student is admitted to the Nursing Program. The nursing curriculum (courses with NSG prefix) is a four-semester sequence.

Program Admission Requirements: <https://tncc.edu/health/nursing/steps-to-admission>

Pre-Nursing Education Program Curricular Grade Point Average (GPA) and scores from the applicants Test of Essential Academic Skills (TEAS) test, which is administered by Assessment Technologies Institute (ATI) will be considered when selecting students for admission.

All Nursing Education Program admissions are conditional until all of the requirements have been satisfactorily completed. Conditional admission criteria may include, but not be limited to the successful completion of the following: criminal background check, drug screen, required form completion and submission, etc.

The College and/or the Nursing Education Program reserves the right to modify, change, update and/or add/remove program admission criteria as necessary and/or appropriate to support student and/or program success, meet accreditation and/or regulatory requirements, without notice.

The College and/or the Nursing Education Program reserves the right to provide guaranteed admission to students in service area constituent/partner education programs, i.e. dual enrollment, concurrent enrollment, academy-partner programs, and/or early college programs.

The College and/or the Nursing Education Program reserves the right to develop admission criteria/requirements that assign points and/or to provide selection preference to residents of the College's service area, students enrolled and/or home schooled in the College's service area, active duty and/or retired members of the armed forces, etc.

## **Nursing Education Program Information**

### Nursing Education Program Mission

Using the College's mission and vision as the basis for diverse, equitable and inclusive educational experiences, the Nursing Education Program will provide quality educational opportunities that inspire student success and community vitality.

The College's Nursing Education Programs are a shared and collaborative suite of programs based on a shared commitment of establishing and fostering an educational environment that places student success and community wellness at the forefront of each program's commitment to preparing confident and competent entry level nursing students prepared for licensure as certified nurse aides and/or registered nurses.

Nursing Education Program faculty and staff function as subject matter experts, facilitators of student learning, and role models in preparing students for the role of the certified nurse aide and/or registered nurse.

These recommendations support:

- Care for community's health
- Expand access to effective care
- Provide evidence-based, clinically competent care
- Understand the role and emphasize primary care
- Ensure cost-effective and appropriate care
- Ensure care that balances individual, professional, system and societal needs
- Practice prevention and wellness care
- Involve patients and families in the decision-making processes
- Promote healthy lifestyles
- Assess and use communications and technology effectively and appropriately
- Improve the healthcare system operations and accountability
- Understand the role of physical environment
- Exhibit ethical behaviors in all professional activities

- Manage information
- Accommodate expanded accountability
- Participate in a racially and culturally diverse society
- Continue to learn and to help others to learn

### Nursing Education Program(s) Purpose

The purpose of the College's nursing education programs (Program) and the applicable associated curriculum(s) is to prepare students to successfully complete licensure processes to become nurse aides, practical and/or registered nurses capable of providing care for groups of clients with multiple health needs as well as providing guidance for auxiliary nursing personnel. Upon successful completion of the curriculum and all program requirements, the graduate will be eligible to take the examination leading to licensure as a nurse aide, practical nurse and/or registered nurse.

Students may be eligible for matriculation from the Program's Nurse Aide or Healthcare Technician Program into the Program's Practical of Professional Nursing Program; or matriculation from the Program's Practical Nursing Program to the Program's Professional Nursing Program.

Additionally, the College has articulation agreements with area Universities that offer the baccalaureate in nursing and graduates from the Thomas Nelson Professional Nursing Program may be eligible for application to these programs' articulation to the Bachelor's Degree Nursing Program.

### Virginia Community College System Concept-Based Nursing Curriculum

The Virginia Community College System (VCCS) Concept-Based Nursing Curriculum includes the Practical to Professional Nursing and Professional Nursing Programs

### Professional Nursing Program Student Learning Outcomes and Competencies

Virginia Community College System Nursing Program Mission: The mission of the VCCS Nursing Education Programs is to provide affordable, community access to quality nursing education. The VCCS nursing programs prepare qualified students to provide safe, competent, entry-level nursing care in 21st-century healthcare environments. Students are prepared to meet the ever-increasing complexity of the healthcare needs of the citizens of Virginia.

Virginia Community College System Nursing Program Philosophy: The VCCS nursing faculty ascribe to the core competencies for nursing and nursing education. While firmly based in science and the arts, the essence of nursing is caring and compassionate patient-centered care. Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of patient-centered care. The nurse advocates for patients and families in ways



that promote self- determination, integrity, and ongoing growth as human beings. Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Information management essential to nursing care is communicated via a variety of technological and human means.

#### Nurse Aide/Healthcare Technician Program Outcomes

1. The licensure pass rate for program graduates on the CNA Licensure Exam for first time takers will be 100%.
2. Ninety percent (90%) of students who are admitted into the Thomas Nelson Community College Nursing Program will successfully complete the program within three semesters (credit) or two-course offerings (non-credit).
3. Ninety-Five percent (95%) of Thomas Nelson Community College Certified Nurse Aides will be employed within one year after graduation.

#### Nurse Aide/Healthcare Technician Student Outcomes

Upon completion of this course, students will be able to:

1. Perform basic and personal care skills according to the individual needs of residents in a long-term care setting.
2. Identify roles and responsibilities required of the nurse aide in a long-term care setting.
3. Apply knowledge of body structure and function so that clients' abnormal changes may be observed, recorded, and reported appropriately.
4. Incorporate a holistic approach in caring for the emotional, social, physical, spiritual and cultural needs of clients in a long-term care setting.
5. Implement skills in a therapeutic and ethical manner of safely utilizing restorative and palliative care while considering client's individual rights and needs.
6. Relate a comprehensive body of knowledge and legal aspects necessary to complete the CNA Written (or Oral) and Skills Certification Examination as employable Certified Nurse Aides in the Commonwealth of Virginia.

#### Professional Nursing Program Outcomes

The Professional Nursing Program outcomes reflect the Accreditation Commission for Education in Nursing 2017 Standards and Criteria.

1. The licensure pass rate for Thomas Nelson Community College graduates on the NCLEX-RN for first time takers will be 100%.
2. Eighty percent (80%) of students who are admitted into the Thomas Nelson Community College Nursing Program will complete the program within three years.
3. Eighty percent (80%) of Thomas Nelson Community College nursing graduates seeking employment will be employed within one year after graduation.

### Professional Nursing Student Learning Outcomes with Competencies

Students who complete the Professional Nursing Associate of Applied Science Degree shall be expected to:

1. Provide client-centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.
  - a. Coordinate client-centered care delivery with sensitivity and respect.
  - b. Evaluate the effectiveness of teaching plans and outcomes and revise for achievement of desired outcomes.
  - c. Promote client self-determination in making healthcare decisions as a level 4 student.
  - d. Integrate therapeutic communication skills when interacting with clients and the client's support network.
  - e. Advocate independently for diverse individuals, families, and communities across the lifespan.
2. Practice safe nursing care that minimizes risk of harm across systems and client populations.
  - a. Evaluate human factors and safety principles.
  - b. Participate in the analysis of errors and designing system improvements c. Incorporate client safety initiatives into the plan of care.
  - c. Practice safe client care as a level 4 student.
3. Demonstrate nursing judgment through the use of clinical reasoning, the nursing process and evidence-based practice in the provision of safe, quality care.
  - a. Evaluate an individualized plan of care based on client values, clinical expertise and reliable evidence.

- b. Independently prioritize changes in client status and intervene appropriately.
  - c. Apply the nursing process to guide care.
  - d. Prioritize client care using evidence-based practice independently.
  - e. Evaluate existing practices and seek creative approaches to problem-solving
4. Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life- long learning.
- a. Incorporate ethical behaviors and confidentiality in the practice of nursing.
  - b. Assume responsibility and accountability for delivering safe client care.
  - c. Deliver nursing care within the scope of nursing practice.
  - d. Evaluate professional behaviors in interactions with clients, families and healthcare providers.
  - e. Engage in reflective thinking for the purpose of improving nursing practice.
  - f. Develop a plan for lifelong learning in the nursing profession.
5. Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
- a. Evaluate the common quality measures encountered in clinical practice.
  - b. Evaluate use of technology and information management to promote quality.
  - c. Evaluate fiscally responsible client care.
6. Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.
- a. Compare and contrast the effectiveness of the members of the interdisciplinary team to promote optimal client outcomes.
  - b. Participate in the interdisciplinary plan of care to promote optimal client outcomes
  - c. Evaluate communication strategies that are inclusive of various communication and cultural differences.

- d. Evaluate management skills and principles of delegation when working with other members of the health care team.
- e. Reflects at a professional level on individual and team performance.

Professional Nursing Leveled Student Learning Outcomes for VCCS Concept-Based Curriculum

	Level I	Level II	Level III	Level IV: Graduate Student Learning Outcomes
Patient-Centered Care	Demonstrate the use of therapeutic communication, caring behaviors and client self-determination in the provision of basic nursing care.	Assess diverse client values, beliefs, and attitudes as well as community resources related to health in the provision of patient-centered care.	Apply principles of patient-centered care to clients across the lifespan.	Provide patient-centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations
Safety	Recognize and report patient safety issues and risks.	Utilize safety measures when caring for clients in the community and health care agencies.	Incorporate factors for improvement in client safety for clients across the lifespan	Practice safe nursing care that minimizes risk of harm across systems and client populations.
Clinical Judgment	Summarize the components of clinical reasoning, evidence-based practice and the nursing process.	Demonstrate the use of the nursing process and evidence-based care in making clinical judgments.	Apply the nursing process, evidence-based care and clinical reasoning in making clinical judgments.	Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.
Professional behaviors	Demonstrate professionalism and professional behaviors.	Recognize the impact of personal beliefs, values and attitudes in developing professionalism and professional behaviors.	Explain legal/ethical principles and professional nursing standards in the care of clients.	Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning
Quality Improvement	Identify the role of quality improvement and informatics in client care.	Utilize technology and information management tools in providing quality client care.	Examine the impact of quality improvement processes, information technology and fiscal resources in the provision of nursing care.	Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
Collaboration	Define the roles of the health care team.	Examine the roles of the nurse and the health care team in community and acute care settings.	Participate as a member of the health care team in the delivery of nursing care to clients across the lifespan.	Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.

Continuous Quality Improvement

The College’s Nursing Education Programs believe that our students, faculty and staff each have

a unique and critical role in supporting continuous improvement of our programs and learning environments. The Program's leadership recognize the importance of maintaining strong oversight to ensure that the Continuous Quality Improvement (CQI) system is implemented consistently. The Nursing Education Program has designated staff members who will ensure a collaborative process is cultivated and they will provide oversight and ensure CQI information sharing across all levels of the program. The input, thoughts, ideas and recommendations of our students, faculty, staff and constituents are critical to student performance, as well as to the improvement of our program(s).

The College's Nursing Education CQI committee is charged with systemically reviewing, identifying, describing, and analyzing data related to the programs strengths, challenges and areas of opportunity, and then recommending, assessment, testing, implementing, learning from, and revising proactive solutions and processes to optimize programmatic offerings, educational and customer service delivery and interactions, to help meet and exceed customer expectations, educational outcomes, system and regulatory requirements, and to enhance our provision of customer service.

The goals of the CQI committee are to:

- Create a continuous learning environment to improve student outcomes and success;
- Ensure sustainability of the Program's educational model and reform efforts;
- Optimize the Program's processes, procedures, and quality of services by using data to guide policy development, fiscal and programmatic decision-making; and
- Sustain and enhance the Program's ability to improvise and adapt to the ever-changing environments of science, medicine, and allied health education while continuously enhancing a student-centered learning environment and opportunities for student engagement and success.

CQI is a holistic approach that must include review and input at every level in order to ensure that all viewpoints are shared, understood and considered as part of the process of ensuring healthy and professional programs.

The CQI Committee will be comprised of a cross-section of program faculty and students that represent each program and cohort, as applicable.

The Nursing Education Program may establish program specific CQI committees, as determined appropriate.

### Program Costs

[Tuition rates and fees](#) for credit courses are established by the State Board for Community Colleges and are subject to change, visit the College's website for current rates.

[Tuition rates and fees](#) for non-credit courses are established by the College and are subject to change, visit the College's website for current rates.

Students should review the costs specific to their program of study, as each program may have differing costs. Program Costs are available on the College's website.

#### Financial Obligations (Tuition, Financial Aid, VA Benefits and Scholarships)

Admitted students are required to remit payment, [financial aid](#), [scholarship\(s\)](#) and/or [Veteran's benefits](#) and/or make appropriate arrangements with the business/cashier's office for the timely payment of all outstanding balances. Students who do not appropriately satisfy all outstanding financial obligations may be administratively dropped from their courses and/or may be held financially responsible for unpaid financial obligations.

Students are held to current in and out-of-state College tuition and fees. Tuition does not cover the cost of course texts, software, uniforms, drug tests, background checks, medical physicals, immunizations, health insurance and/or required examination fees.

Students whose tuition is being paid by their employer/agency must provide a signed third-party authorization form(s) to the College by the end of the first week of class or they may be held personally accountable for tuition fees.

Students who have not paid tuition or fees on time and have not made alternative arrangements shall be dropped by the College from the class(es) and may be subject to program dismissal.

All Nursing Education Program students are encouraged to seek/complete processes/applications to determine aid (Financial/Veteran's) and/or scholarship eligibility.

Additional information regarding financial aid and/or Veteran's benefits may be obtained by calling and/or visiting those offices at the College.

Scholarship information may be found by visiting the College's Education Foundation Scholarships webpage and/or the College's Workforce Development webpage or offices.

Virginia Department of Health Nursing Scholarship: Students pursuing funding under the auspices of the Virginia Department of Health Nursing Scholarship are strongly encouraged to review all of the programs current and future funding requirements.

Students are responsible for the costs of all medical exams (physicals), immunizations, titers, required medical treatment/care, background checks, drug screenings, textbooks, test vouchers, licensing exams, and/or other associated costs for program acceptance/enrollment that are not included in the College's tuition and fee structure.

#### Instructional Material(s)

Students may be required to purchase textbooks, e-books, e-resources, uniforms, and skills kits for lab, as well as a blood pressure cuff and stethoscope. The e-book package contains all the

books needed for nursing classes. Testing packages and skills kits are smaller expenses purchased separately each semester.

Students in the Nurse Aide and/or Healthcare Technician Program may be required to purchase a standardized practice test and test prep package. The cost of the package varies with each semester and is purchased during the semester (unless otherwise specified in the course). Any student repeating the Nurse Aide and/or Healthcare Technician Program may be required to purchase the products for each program they are enrolled.

Students in the Practical Nursing Program may be required to purchase a standardized testing and remediation package, which includes a comprehensive NCLEX review course in the last semester of the program. The cost of the testing package varies with each semester and is purchased prior to the start of each semester (unless otherwise specified in the course). Any student repeating a nursing course is required to purchase the products for each semester they are enrolled.

Students in the Professional Nursing Program may be required to purchase a standardized testing and remediation package, which includes a comprehensive NCLEX review course in the last semester of the program. The cost of the testing package varies with each semester and is purchased prior to the start of each semester (unless otherwise specified in the course). Any student repeating a nursing course is required to purchase the products for each semester they are enrolled.

### Program Technology Requirements

All students should be prepared to access nursing education program information via the College's Learning Management System (Canvas) for course announcements, assignments, grades, etc., whether the student is enrolled in a Face-to-Face, Hybrid and/or Distance (Online) course.

Students enrolled in hybrid and/or Distance (online) nursing education program courses are strongly encouraged to have access to the following equipment:

- Regular access to a computer with a minimum 600 MHz processor and 128 MB of RAM or greater; with
- Microsoft Edge, Google Chrome and/or Mozilla Firefox required;
- 1024 x 768 or greater screen resolution;
- Macromedia Flash Player, QuickTime, Real Player and other media platforms that can be downloaded free from the Internet;
- Respondus Lockdown Browser;
- A web camera; and access to high-Speed Internet (preferred and strongly encouraged);

and

- headphones with inline mute function are preferred and strongly suggested.

Nursing Education Programs extensively incorporate technology to support teaching/learning outcomes across the curriculum. All students are required to have a personal computer with the above specifications OR have access to one (on-campus libraries and computer labs, for example). Students are required to have (at a minimum) a headset microphone for access to recorded lectures, study sessions and synchronous web-based activities.

### Conditional Course/Program Acceptance Requirements

Acceptance into all Nursing Education Programs/Courses as delineated in this handbook is contingent upon the following requirements:

#### Medical Examination (Medical Physical)

This requirement is applicable to the Practical Nursing, Practical to Professional Nursing Bridge, and the Professional Nursing Programs. Pre-entrance medical examination, to be completed on the College's Medical Physical Examination Form, with required laboratory tests and immunization records: If the medical professional completing the exam indicates a finding which would prohibit a student from attending clinical, the student cannot successfully meet the course requirements and will not be able to continue in the nursing program.

#### Required Vaccinations

Nursing Education Programs require various health, immunization, and/or medical/diagnostic testing requirements, above those required for typical College admission. Students will be provided with information and/or health, immunization, medical/diagnostic testing requirements for their respective program of study.

The College's Nursing Education Program has a contractual responsibility to provide, upon request, the health, vaccine, test, and/or immunity status of students who will be assigned to the clinical affiliate for which prospective and/or current students will be/are assigned.

The College's Nursing Education Program understands that students may not be able to submit to these requirements, and/or receive certain vaccines. In these instances, the Nursing Education Program will make every attempt to collaborate with each of the facilities, agencies, and/or healthcare systems for clinical internship placement. The Nursing Education Program cannot guarantee clinical placement for students; therefore, if student placement is not possible, the student may be required to withdraw from their program of study.

#### Cardio-Pulmonary Resuscitation (CPR) [BLS] certification

Validation of successful completion of an American Heart Association (AHA) Cardio-Pulmonary Resuscitation (CPR) [BLS] certification course, through the provision of a non-



expired certification certificate and/or certification card. This program/course requirement may be included as part of the Nurse Aide and/or Healthcare Technician education programs). Students are responsible for the cost of the certification course. All students must maintain a valid (non-expired) AHA CPR [BLS] card throughout their respective course/program. Students who allow their certification to lapse (expire) may be subject to dismissal from the program and under no circumstances will they be allowed to participate in patient care (direct/indirect). Students will not be allowed to participate in clinicals without a valid (non-expired) AHA CPR [BLS] card.

### Pre/Post Program Admission/Readmission Background Check and Drug Screen

All Nursing Education Program students shall be required to submit to a background check and drug screen: If the criminal background check or drug screen indicates a finding which prohibits a student from attending a clinical agency, the student cannot successfully meet the course requirements and will not be able to enroll and/or continue in their respective program. Students are responsible for the cost of the background check and drug screen. The background check and drug screen must be completed through the Nursing Education Program vendor of record. Vendor information and associated costs will be provided to accepted students. Students are responsible for scheduling, completing, and all costs/fees associated with scheduling/completing the required background check and drug screen through the College's vendor of record, for which contact information is available through the Nursing Education Program.

Prospective students who have a criminal record at the time of making application/enrolling into their respective Nursing Education Program are encouraged to review all of the licensure requirements, barriers to licensing, etc., and if you continue to have questions, please consider contacting the Virginia Department of Health Professions, and/or the Virginia Board of Nursing to obtain additional information. The College's Nursing Education Program is not the authority having jurisdiction with regard to licensing, and will not provide additional information to prospective students regarding their ability to be licensed in the Commonwealth of Virginia. Prospective students with a criminal record should strongly consider their decision to apply for, and/or enroll into one or more of the College's Nursing Education, Allied Health, and/or Public Safety Education Programs that have background check requirements. The College will NOT provide [refunds](#) for tuition, fees, uniforms, books, and/or other program/education associated costs for students whose background check and/or denial of licensure by the licensing authority does not fall within the College's [refund](#) policy(ies).

Current students who have a criminal record at the time of making application to the Virginia Board of Nursing are encouraged to review all of the licensure requirements, barriers to licensing, etc., and if you continue to have questions, please consider contacting the Virginia Department of Health Professions, and/or the Virginia Board of Nursing to obtain additional information. The College's Nursing Education Program is not the authority having jurisdiction with regard to licensing, and will not provide additional information to prospective students regarding their ability to be licensed in the Commonwealth of Virginia.

Current students with, or who have obtained a criminal record after program acceptance, enrollment, are reminded that the Nursing Education Program Policies, Procedures, and

Educational Standards (this document/handbook) outlines those criminal charges/convictions that an accepted/enrolled student is required to disclose to the Director of Nursing. Currently accepted and/or enrollment Nursing Education Program students who are criminally charged and/or convicted of a crime during the course of their education program are also strongly encouraged to contact the Virginia Department of Health Professions, and/or the Virginia Board of Nursing to obtain additional information. The College's Nursing Education Program is not the authority having jurisdiction with regard to licensing, and will not provide additional information to prospective students regarding their ability to be licensed in the Commonwealth of Virginia.

All prospective and/or current students with criminal convictions and/or whom are the subject of criminal charges are advised that the College's Nursing Education Program has a contractual responsibility to notify prospective and/or assigned program clinical affiliates. Based upon the disclosure of this information to the appropriate clinical affiliate representatives, the affiliate may refuse assignment of the student at their facility(ies). The Nursing Education Program cannot guarantee clinical placement for students; therefore, if student placement is not possible, the student may be required to withdraw from their program of study.

The College will NOT provide refunds for tuition, fees, uniforms, books, and/or other program/education associated costs for students whose background check and/or denial of licensure by the licensing authority does not fall within the College's refund policy(ies).

### Insurance

As a student in one of the College's Nursing Education Programs, you will be covered by the college's Malpractice/Liability Insurance while you are attending clinical rotations/internships approved and/or arranged/scheduled by your respective Nursing Education Program. The malpractice/liability insurance is limited to the limits specified by the coverage, in the event a student is sued by a patient for malpractice or negligence. A student will be eligible for liability coverage only if acting within the scope of practice abilities and were being appropriately supervised at the time the incident occurred. **Note: Liability Insurance is not Health Insurance.**

Students are encouraged, however, not required to maintain personal liability, as well as personal health insurance.

The College is not responsible for the costs/fees and/or billed premiums for insurance coverage. These costs are the sole responsibility of the student.

### Random (Clinical Agency, Site, System) Background Check and/or Drug Screen

Clinical agencies/sites may require a random criminal background check and/or drug screen at the clinical agency/site expense. Nursing Education Program students, if selected by the agency, site and/or health system may be included in this random selection process. If selected by the clinical/agency site, refusal to submit the background check and/or random drug screen may result in the student's inability to complete current and/or return for additional clinical internships with the health system and/or clinical agency, facility, and/or site.

If randomly selected students are responsible for scheduling, completing, and all costs/fees associated with scheduling/completing the required drug screen through the College's and/or agency/facility vendor of record.

### Alcohol, Tobacco and Drugs

Alcoholic beverages, unlawful drugs, or other illegal substances shall not be possessed, consumed, used, carried, and/or sold on campus and/or any other property used for course/program education including, but not limited to community and/or clinical affiliate sites/locations.

If a faculty/staff member or clinical agency staff member observes and/or suspects that a student and/or faculty/staff member of the College to be under the influence of, and/or impaired by alcohol and/or drugs, the Director of Nursing shall be contacted immediately.

The Director of Nursing will determine if there is reasonable suspicion to dismiss the student from the classroom, lab, clinical and/or community site used for educational purposes.

If the faculty/staff member, and/or clinical staff/preceptor is not able to contact the Director of Nursing, they will dismiss the student from the educational or clinical setting immediately and notify (voicemail, text, email) the Director of Nursing.

Faculty and/or staff shall take the appropriate steps to ensure that the student is not in mental and/or medical distress and/or a danger to themselves or others, and/or does need medical attention (additional information regarding medical treatment is referenced in this policy, procedure, standards manual).

At no time shall a faculty and/or staff member allow a student suspected of being impaired to leave an educational location, including clinical/community sites by themselves, and/or without an appropriate escort (i.e. friend, family, security, police, etc.).

At no time shall a faculty and/or staff member allow a student suspected of being impaired to leave an educational location, including clinical/community sites and knowingly allow them to operate a motor vehicle, operate machinery, and/or other form of transportation.

Students dismissed for suspected impairment, will be required to meet with the Director of Nursing and may be required to complete an additional drug screen at the student's expense, students refusing to complete a requested drug screen, may be subject to disciplinary action, which may include a recommendation for program/course dismissal.

Behaviors that may require additional drug/alcohol screenings including, but are not limited to:

- Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; including, but not limited to, unusual slurred or rapid speech; noticeable change in appearance and hygiene; impaired physical coordination; inappropriate comments, behaviors or responses;

trembling hands; persistent diarrhea; flushed face; red eyes; unsteady gait; declining health; irritability; mood swings; isolation; decreased alertness; and/or pupillary changes, in the educational setting i.e. campus, classroom, lab, clinical, etc.;

- Suspicion impairment by faculty/staff and/or clinical staff;
- Information that the individual has caused or contributed to an incident in the clinical agency;
- Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while enrolled in the nursing program; and
- Suspicion of alcohol consumption (odor/smell).

### Business Partner Information Release Form

All Nursing Education Program students are required to read and sign a business partner information release form. The form allows the College to share information about the student (health, certification, immunization status, background check, drug screen results, and/or academic status), and/or for the student to submit information (health, certification, immunization status, background check, drug screen results, and/or academic status), with business partners (i.e. third-party software companies used by a specific program, clinical facilities, agencies and/or health systems, or another applicable agency/person to support the student's program/course participation. Refusal to sign the form, i.e. choosing to not provide permission for the release of this information will prohibit participation in one or more of the College's Nursing Education Programs, as it will result in a ban from the clinical facilities where students are required to complete the clinical portions of training. Admission to and successful completion of the clinical training portions of Nursing courses are required for program enrollment and completion.

Students who do not submit to and/or meet acceptable pre-admission medical examination (medical physical), background check and/or drug screen requirements, and those who do not maintain a valid Cardio-Pulmonary Resuscitation (CPR) [BLS] certification, or refuse to execute the Business Partner Information Release Form will not be granted admission and/or allowed to continue to progress in their current program/course.

### Program Acceptance/Enrollment Requirements

1. Nurse Aide Education Program
  - a. Open Enrollment Program conducted as a non-credit programmatic offering
  - b. No program admissions application required
  - c. No minimum GPA requirement

- d. No course pre-requisite requirements
  - e. Prospective students must complete the required information session to be eligible for program admission.
  - f. Each Nurse Aide Program/Course may admit up to thirty (30) students, based upon available resources.
2. Healthcare Technician Program
- a. Open Enrollment Program conducted as a credit programmatic offering (typically to high school students through Pathway (dual enrollment agreement)
  - b. No College program admissions application required for open enrollment students (may be required by the sponsoring school division for Pathway students)
  - c. No College minimum GPA requirement for open enrollment students (may be required by the sponsoring school division for Pathway students)
  - d. No College course pre-requisite requirements for open enrollment students (may be required by the sponsoring school division for Pathway students)
  - e. All prospective students must complete the required information session to be eligible for program admission.
  - f. Each Healthcare Technician – Nurse Aide Program/Course may admit up to thirty (30) students, based upon available resources.
3. Practical to Professional Nursing Bridge Program
- a. Students must hold a current (non-expired) and unrestricted/non-revoked licensure as a Virginia Licensed Practical Nurse.
  - b. All prospective students must complete the required information session prior to applying for program admission consideration.
  - c. Meet all of the prerequisite and admission requirements of the Professional Nursing Program, available on the College’s website.
  - d. Each Practical to Professional Nursing Bridge Program may admit up to thirty (30) students annually, based upon available resources. Practical to Professional Nursing Bridge Program students, once they successfully complete the bridge program will be eligible to matriculate into one of the Professional Nursing cohorts.
  - e. Once admitted into the Professional Nursing Program, students will receive advanced standing credit for Professional Nursing Courses awarded based upon licensure and Bridge Program completion.

4. Professional Nursing Program
  - a. All prospective students must complete the required information session prior to applying for program admission consideration.
  - b. Meet all of the prerequisite and admission requirements of the Professional Nursing Program, available on the College's website.
  - c. The Professional Nursing Program enrolls the following cohorts annually:
    - i. Hampton Campus Day Cohort: Up to sixty (60) students annually, based upon available resources.
    - ii. Hampton Campus Evening/Weekend Cohort: Up to thirty (30) students annually, based upon available resources.
    - iii. Historic Triangle Campus Day Cohort: Up to thirty (30) students annually, based upon available resources.
    - iv. Historic Triangle Evening/Weekend Cohort: Up to fifteen (15) students annually, based upon available resources.

## **General Policies, Procedures and Standards**

### Requirement for Continued Enrollment in a Nursing Education Program

Any student currently enrolled in a Nurse Aide, and/or Healthcare Technician Course/Program must complete their respective program within three (3) semesters of the start of the course/program and/or within the one subsequent non-credit program offering for non-credit programs.

Nurse Aide, and/or Healthcare Technician Course/Program students may not step out of the program for longer than one consecutive academic semester or one consecutive non-credit program) and upon return must be able to complete the remainder of the courses within the duration of the program as stated above. If the program/courses are offered in the summer semester, the summer semester will be counted as an academic semester (instructional period for non-credit programs). Students returning to the program may be required to complete additional health requirements (drug screening/background check/immunizations) at the time they reenter the program after an absence of one academic semester or more.

Any student currently enrolled in the professional nursing program must complete the nursing program within 6 semesters of starting the first nursing course (1st attempt at the NSG 100/106/130/200 sequence).

Students may not step out of the program for longer than two consecutive academic semesters and upon return must be able to complete the remainder of the program within the six semesters

as stated above. Currently, the summer semester is not considered an academic semester in the professional nursing program. Students returning to the program may be required to complete additional health requirements (drug screening/background check/immunizations) at the time they reenter the program after an absence of one academic semester or more.

Students who step out of the program for any reason, and the duration of time missed exceeds 12-months will be required to meet with the Director of Nursing, and may be required to restart their respective program from the initial course offering in the program of study (start over from the beginning).

#### Nurse Aide/Healthcare Technician Course/Program Progression

Students enrolled in a non-credit Nurse Aide Education Program (Certified Nurse Aide) shall complete the course, including the required clinical component in accordance with all of the course syllabi requirements.

All Healthcare Technician (HCT) courses must be taken in sequence. Each Healthcare Technician course semester must be completed in its entirety in order to progress to the next semester in the Nursing Program.

All Healthcare Technician (HCT) students must maintain a minimum overall grade point average of 2.0 throughout the Healthcare Technician (HCT) program.

All Healthcare Technician (HCT) students must maintain a minimum 90% grade point average in each Healthcare Technician (HCT) course to progress through the program.

- HCT 101 must be completed concurrently with and/or prior to taking HCT 102.
- HCT 102 must be completed concurrently with and/or prior to taking HCT 110.
- HCT 110 must be completed concurrently with and/or prior to taking HCT 196.
- Concurrent or co-enrollment will be dictated by the manner in which the program is scheduled.
- Any student that withdraws from one of the HCT courses, must withdraw from any and all concurrent/co-enrolled and/or future scheduled HCT courses until all courses can be completed in succession.
- Any student readmitted to the All Healthcare Technician (HCT) program/course and has an overall GPA of less than 2.0, must have at least an overall GPA of 2.0 to be eligible to progress to the second semester in nursing.
- All Nurse Aide/Healthcare Technician students must achieve a 90% average score on unit tests including final exam to proceed onto the skills portion of the NAE (CNA) course and must then demonstrate competence of 22 mandatory skills at a mastery level of 100%

proficiency to qualify for internship in the clinical setting.

### Practical to Professional Nursing Program Course Progression

All nursing courses must be taken in sequence. Each nursing course semester must be completed in its entirety in order to progress to the next semester in the Nursing Program.

- BIO 150, NSG 115 and NSG 200, must be taken concurrently/co-enrolled.
- Any student that withdraws from BIO 150, NSG 115 and/or NSG 200 must also withdraw from each of the other concurrently/co-enrolled courses (BIO 150, NSG 115 and/or NSG 200), and the student will not be allowed to progress into the Professional Nursing Program.
- Any student that withdraws from BIO 150, NSG 115 and/or NSG 200, will be allowed to apply for readmission to the Practical to Professional Nursing Bridge program in a subsequent year/offering.
- No student will be allowed to apply for readmission, and attempt to complete the Practical to Professional Nursing Bridge Program more than three (3) times.
- Any student readmitted to the Practical to Professional Nursing Bridge Program and has an overall GPA of less than 2.0, must have at least an overall GPA of 2.0 to be eligible to progress to the third semester in the Professional Nursing Program.
- After successful completion of the Practical to Professional Nursing Bridge Program, successful students must apply for, and will be granted advanced standing credit for the following Nursing (NSG) courses: 100, 106, 130, 152, and 170.
- After successful completion of the Practical to Professional Nursing Bridge Program, successful students will be admitted to the second year of the Professional Nursing Program and the following program progression shall be applicable to these students.
- NSG 210 and NSG 211 must be completed prior to beginning the fourth semester of the nursing sequence (NSG 230, NSG 252, and NSG 270).
- NSG 252, NSG 270, and NSG 230 must be taken concurrently. Any mitigating circumstances regarding NSG 252 and NUR 270 must be approved by the course coordinator/level coordinator. A student may remain enrolled in NSG 230 regardless of their continued enrollment in NSG 252 and NSG 270.
- Students must maintain a minimum overall GPA of 2.0 to be eligible to continue in the Nursing Program.
- Students may not have more than two attempts at any nursing (NSG) course.



- A student is considered seated in a course if they remain in the course past the established add/drop period.
- Students who fail three nursing courses in the nursing sequence (NSG 100, NSG 106, NSG 130, NSG 200, NSG 152, NSG 170, NSG 210, NSG 211, NSG 230, NSG 252, NSG 270), regardless of the combination in failures, will be dismissed from the nursing program. Withdrawal of a course is not considered a failure. Earning a final grade of “D” or “F” are considered failures in the nursing program. **(Please note: this policy is more stringent than the College policy for “Repeating a Course”)**
- A student who has failed three nursing (NSG) courses and/or been dismissed from the Nursing Program for non-disciplinary infractions, can submit an application for consideration to reenter the Nursing Program as early as the next available application period. If accepted to return to the Nursing Program, these students would start the program from the beginning, in NSG 100, NSG 106, NSG 130, and NSG 200, regardless of where they had initially failed their third course/left the program.
- For any student dismissed from one of the College’s Nursing Education Programs due to disciplinary infractions – the student is required to obtain written Nursing Director approval prior to being considered in the application process. If the student is accepted to the TNCC nursing program and is later found out that they were removed from the program for disciplinary infractions and did not receive written approval from the Nursing Director, the student will be immediately removed from the nursing program.
- Co-requisite courses not taken prior to admission into the nursing program must be completed (and passed with a “C” or better) as follows:
  - CST 100 or 126 must be taken and successfully completed before or concurrent with NSG 210 and 211.
  - PHI 220 must be taken before or concurrent with NSG 230, NSG 252 and NSG 270.

### Professional Nursing Program Course Progression

All nursing courses must be taken in sequence. Each nursing course semester must be completed in its entirety in order to progress to the next semester in the Nursing Program.

- NSG 100, NSG 106, NSG 130, and NSG 200 must be taken concurrently.
- Any student that withdraws from NSG 106 can remain in NSG 100, 200 and NSG 130.
- Any student that withdraws from NSG 100 can remain in NSG 106, NSG 200, and NSG 130.
- NSG 100, NSG 106, NSG 130 and NSG 200 must be completed successfully prior to beginning the second semester of the nursing sequence (NSG 152 and NSG 170).

- Any student readmitted to a 1st-semester NSG course and has an overall GPA of less than 2.0, must have at least an overall GPA of 2.0 to be eligible to progress to the second semester in nursing.
- NSG 152 and NSG 170 must be completed prior to beginning the third semester of the nursing sequence (NSG 210, NSG 211).
- NSG 210 and NSG 211 must be completed prior to beginning the fourth semester of the nursing sequence (NSG 230, NSG 252, and NSG 270).
- NSG 252, NSG 270, and NSG 230 must be taken concurrently. Any mitigating circumstances regarding NSG 252 and NUR 270 must be approved by the course coordinator/level coordinator. A student may remain enrolled in NSG 230 regardless of their continued enrollment in NSG 252 and NSG 270.
- Students must maintain a minimum overall GPA of 2.0 to be eligible to continue in the Nursing Program.
- Students may not have more than two attempts at any nursing (NSG) course.
- A student is considered seated in a course if they remain in the course past the established add/drop period.
- Students who fail three nursing courses in the nursing sequence (NSG 100, NSG 106, NSG 130, NSG 200, NSG 152, NSG 170, NSG 210, NSG 211, NSG 230, NSG 252, NSG 270), regardless of the combination in failures, will be dismissed from the nursing program. Withdrawal of a course is not considered a failure. Earning a final grade of “D” or “F” are considered failures in the nursing program. **(Please note: this policy is more stringent than the College policy for “Repeating a Course”)**
- A student who has failed three nursing (NSG) courses and/or been dismissed from the Nursing Program for non-disciplinary infractions, can submit an application for consideration to reenter the Nursing Program as early as the next available application period. If accepted to return to the Nursing Program, these students would start the program from the beginning, in NSG 100, NSG 106, NSG 130, and NSG 200, regardless of where they had initially failed their third course/left the program.
- For any student dismissed from the College’s Nursing Education Program due to disciplinary infractions – the student is required to obtain written Nursing Director approval prior to being considered in the application process. If the student is accepted to the nursing program and is later found out that they were removed from the program for disciplinary infractions and did not receive written approval from the Nursing Director, the student will be immediately removed from the nursing program.
- Co-requisite courses not taken prior to admission into the nursing program must be completed (and passed with a minimum grade of “C” or better) as follows:

- BIO 142 (Anatomy & Physiology II) must be taken and successfully completed either before or concurrently with NSG 100, NSG 106, NSG 130 and NSG 200. If a student does not successfully complete BIO 142, the student will be administratively withdrawn from the nursing sequence pending successful completion of BIO 142. The student will make the appropriate request for course readmission into their respective program of study.
- BIO 150 (Microbiology) must be taken and successfully completed before or concurrent with NSG 152 and NSG 170.
- CST 100 or 126 must be taken and successfully completed before or concurrent with NSG 210 and 211.
- The PHI 220 must be taken before or concurrent with NSG 230, NSG 252 and NSG 270.

### Leave of Absence Policy and Procedures

The Nursing Education Program defines a leave of absence as a temporary suspension of participation in the Program, at the student's request, to allow the student to resolve serious problems which require his or her immediate attention and which will interfere with the educational process.

A leave of absence may be requested from the Program to allow the student to resolve issues which require his or her immediate attention. Examples of circumstances for which the leave of absence may be granted are family emergencies, pregnancy or family illness, military orders/deployments, or other extenuating circumstances.

A leave of absence may be granted for a single academic and/or cohort semester, not to exceed a total of eighteen (18) months\* at the discretion of the Director of Nursing, which may result in grades of withdrawal, incomplete and/or the earned grade as determined by the Director of Nursing at the time of the leave of absence if granted. When mitigating circumstances are present, the Director of Nursing may authorize an "Incomplete Grade Contract" for which the student may receive a temporary extension to complete coursework. A minimum of 60% of all coursework must be completed to be eligible for an Incomplete Grade Contract. Such contracts require all course requirements to be completed within a defined period, not to exceed one semester, unless extenuating (as determined appropriate by the Director of Nursing) exist, or the grade will be changed to an "F".

1. A leave of absence may be granted at any point during the program if the student has maintained acceptable academic performance.
  - a. No student who is on academic probation will be granted a leave of absence. A student on academic probation must meet the requirements agreed upon in the probationary meeting, and thereby be returned to good standing, prior to being authorized to take a leave of absence.

2. The student must submit written request for a leave of absence, indicating reason(s) to the Director of Nursing<sup>\*\*</sup>.
3. The student must schedule and meet with Director of Nursing to discuss the request, as well as to establish a plan for resumption/continuation of their respective program if a leave of absence is granted.
4. If a leave of absence is granted, the student and Director of Nursing will sign a document on which the following information is specified:
  - a. Reason for the leave of absence.
  - b. Time table for the leave of absence, and conditions or methods for resumption of the student's respective program of study.

\* A typical leave of absence does not exceed a single academic and/or cohort semester. Leaves of absence requests will be considered on a case-by-case basis, and the Director of Nursing has the authority to work with students if a longer leave of absence may be required (i.e. military deployment of the enrolled student, etc.).

\*\* When emergent circumstances exist, the Director of Nursing may consider, grant, and document a leave of absence on behalf of a student for whom they, and/or the College have received notification is incapacitated and/or within/under the protection of law enforcement (not arrested/incarcerated) without scheduling a meeting, having a discussion and/or obtaining the signature of the student. These are typically exigent circumstances, and the leave of absence is being granted to protect the student's program and/or academic standing. Under these circumstances, it will be necessary for the Director of Nursing to communicate with the student and/or the student's legal authority to make decisions on behalf of the student in order to develop a resumption of education plan, which may require the student to re-enter their program of study from the beginning of the program, and/or follow the program's readmission policy.

All leave of absence requests will receive a written response outlining the conditions of the leave of absence or the reason for not granting the leave of absence. Documentation of the request will become a part of the student's file.

**IMPORTANT NOTE** - Students who do not return to the program as scheduled in the program sequence and have not requested and been granted a leave of absence will be required to reapply to follow the readmission policy outlines in this document.

### Readmission Procedure

Each Nursing Education Program follows a readmission process, which are outlined below. Students seeking readmission due to academic, skills, simulation and/or clinical/clinical reasoning performance will be required to successfully complete a self-study remediation program assigned by the Director of Nursing and/or their respective program lead (with the

approval of the Director of Nursing) prior to being considered for readmission.

**Students who do not successfully complete the remediation package in its entirety with a passing grade of 80% or better will NOT be readmitted into their respective program of study.**

Students seeking readmission due to an approved leave of absence or other emergency situation, as approved by the Director of Nursing, may be required to successfully complete a remediation/update (self-study or other) program assigned by the Director of Nursing and/or their respective program lead (with the approval of the Director of Nursing) prior to being considered for readmission.

**Students who do not successfully complete the remediation package in its entirety with a passing grade of 80% or better will NOT be readmitted into their respective program of study.**

Procedure for Readmission to a Nurse Aide Course/Program (following a withdrawal, inability to complete course requirements during the semester (incomplete), stepping out for personal reasons with successful completion of prior courses, withdrawal or a course failure).

Students who voluntarily withdraw from their respective nurse aide course/program within the published dates in the Thomas Nelson schedule (add/drop with refund or drop with a “W”), or students who may qualify for a grade of Incomplete, and have to “step-out” of their program must complete the nursing education department readmission form prior to the semester/course/cohort they plan to return. The request for readmission will be logged by the Director of Nursing or their designee.

Initial admission (first attempt) students will be readmitted into the last semester that they previously attended, and will have to complete the course(s) that they may not have completed successfully.

Initial admission (first attempt) students in a non-credit nurse aide course will be required to begin the entire course in a subsequent attempt (readmission). Students may be responsible for the costs of the readmission course attempt tuition, fees, and any necessary supplies and equipment.

Students who have been seated twice in a non-credit nursing education program course and have not successfully completed the course are not eligible for a 3rd attempt. A student is considered seated in a course if they remain in the course past the established add/drop period. After 2 seated attempts at a course, the student will be ineligible to progress and complete the program. *(Please note: this is different from the College Policy and mitigating circumstances can be determined by the Director of Nursing).*

Procedure for Readmission to a Healthcare Technician Course/Program (following a withdrawal, inability to complete course requirements during the semester (incomplete), stepping out for personal reasons with successful completion of prior courses, withdrawal or a course failure). Students who withdraw within the published dates in the Thomas Nelson schedule must complete the nursing readmission form (readmission application) prior to the semester they plan to return. Readmission to the program/course will be on a space-available basis and per course

readmission policy (see below). Students will be notified by the Director of Nursing just prior to the start of the semester for which the student is reapplying.

Students who fail or withdraw from the first-semester Healthcare Technician course(s) may complete a Request for Course Readmission form for the subsequent semester; this readmission is on a space-available basis.

Students who are granted an academic incomplete will have until the end of the following semester to complete course requirements. At this point, they are considered active students. Once the student completes course requirements, he/she will be eligible for progression to the next course sequence.

Students failing a Healthcare Technician course must complete a readmission application. Students will be admitted on a space-available basis according to the course readmission policy.

Students who have been seated twice in the same Healthcare Technician course and have not successfully completed the course are not eligible for a 3rd attempt. A student is considered seated in a course if they remain in the course past the established add/drop period. After 2 seated attempts at a course, the student will be ineligible to progress and complete the program. *(Please note: this is different from the College Policy and mitigating circumstances can be determined by the Director of Nursing).*

Procedure for Readmission to a Professional Nursing (NSG) Course (following a withdrawal, inability to complete course requirements during the semester, stepping out for personal reasons with successful completion of prior courses, or a course failure).

Students who withdraw within the published dates in the Thomas Nelson schedule must complete the nursing readmission form (readmission application) prior to the semester they plan to return. Readmission to the program/course will be on a space-available basis and per course readmission policy (see below). Students will be notified by the Director of Nursing just prior to the start of the semester for which the student is reapplying.

Students who fail or withdraw from the first-semester nursing courses may complete a Request for Course Readmission form for the subsequent semester.

Students who are granted an academic incomplete will have until the end of the following semester to complete course requirements. At this point, they are considered active students. Once the student completes course requirements, he/she will be eligible for progression to the next course sequence.

Students failing a course must complete a readmission application.

Students who have been seated twice in the same nursing course and have not successfully completed the course are not eligible for a 3rd attempt. A student is considered seated in a course if they remain in the course past the established add/drop period. After 2 seated attempts at a course, the student will be ineligible to progress and complete the program. *(Please note: this is*

*different from the College Policy and mitigating circumstances can be determined by the Director of Nursing).*

Any student who returns to a course after failure, withdrawal or a delay in progression must provide the Director of Nursing a plan for success prior to the course start date.

#### Program Readmission Cessation Period

Any student who is unsuccessful in their second attempt to successfully complete the non-credit nurse aide course shall not be eligible to apply for readmission consideration for 12-months. *(Please note: this is different from the College Policy and mitigating circumstances can be determined by the Director of Nursing).*

Any student who is unsuccessful in their second attempt to successfully complete the Healthcare Technician shall not be eligible to apply for readmission consideration for 12-months. *(Please note: this is different from the College Policy and mitigating circumstances can be determined by the Director of Nursing).*

Any student who is readmitted to the Practical to Professional Nursing Bridge Program, and is unsuccessful in their second attempt to successfully complete program shall not be eligible to apply for readmission consideration for 18-months. *(Please note: this is different from the College Policy and mitigating circumstances can be determined by the Director of Nursing).*

Any student who is readmitted to the Professional Nursing Program, and is unsuccessful in their second attempt to successfully complete program shall not be eligible to apply for to the program for 36-months. *(Please note: this is different from the College Policy and mitigating circumstances can be determined by the Director of Nursing).*

#### Attendance

Regular attendance of classes, laboratory and simulation sessions, as well as clinical internships, rotations and/or sessions is required for all students registered in nursing courses. The Nursing Education Program adheres to the College's policy concerning class attendance. The policy states, "When absence from a class becomes necessary, it is the responsibility of the student to inform the instructor prior to the absence whenever possible. The student is responsible for the subsequent completion of all study missed during an absence." The College's attendance policy states the student may not miss more than 20 % of a course. The Nursing Education Department may have more stringent attendance policies with regard to students having to meet minimum course, lab, simulation and clinical hours requirements to achieve certification/licensure exam(s). Frequent unexcused absences will result in a reduction in the student's course grade and/or course failure.

Classroom, Lab, Simulation Attendance – Students will receive a deduction of ten (10) points per unexcused absence. Further, students will receive a deduction of five (5) points per unexcused tardy.

Students reporting for class (initially and/or retiring from a break) after the official and/or agreed upon start time shall be considered tardy.

Students who report to class and have missed 40% or more of the class period shall be considered absent.

It is the responsibility of the individual student to report their absence, in accordance with Nursing Education Department policy, as well as to obtain missed content. Classroom, lab, simulation and clinical absences are treated as separate occurrences. In each area, students may not miss more than twenty percent (20%) of the scheduled classroom, lab, simulation and/or clinical education opportunity. All missed coursework, lab skills, simulations and clinical hours must be made-up/completed, if allowed. Failure to complete make-up requirements, if approved, may result in a reduction of course grade, course failure, inability to progress within the course/program, disciplinary action, course/program dismissal, and/or a failure to satisfy the eligibility requirements to sit for the certification/licensure examination, at the discretion of the Director of Nursing. This policy is applicable to all course sections and required sub-areas (classroom, lab, simulation, clinical and/or community service).

Punctual attendance is required for classroom, lab, simulation, clinical and/or community service educational opportunities. Repeated and/or consistent tardiness to classroom, lab, simulation, clinical and/or community service educational opportunities will result in disciplinary action.

Students will accrue absences with excessive tardiness.

The Nursing Education Program applied the following policy to tardiness:

- Three (3) unexcused tardies are equal to one (1) full course absence.
- Tardies are determined to be excused/unexcused on a case-by-case basis by the course Lead Faculty and/or the Director of Nursing.

### CoHort Transfer

Students who start a cohort are expected to complete the entire program in their chosen cohort. Students should think carefully about selecting the cohort in which they will be most successful.

Transfer between cohorts may be considered in some circumstances and must be approved by the Director of Nursing. Mitigating circumstances will be determined on a case by case basis.

### Program Transfer

Students requesting to transfer from another nursing education program shall be required to meet all of the College's nursing education program admission criteria for their respective/prospective program of study. Admission to transfer students is evaluated on an individual basis (case-by-case).



Additionally, transfer students must have a letter of recommendation sent to the College's Department of Nursing. Credit may be awarded for those nursing courses completed no longer than three years prior to transferring into the College's Nursing Education Program, at the discretion of the Director of Nursing in consultation with the College's Student Services staff.

#### Program Completion and Program Graduation Policy

To be eligible for graduation/program completion in the Nurse Aide Program, Healthcare Technician Program Career Studies Certificate, Practical to Professional Nursing Bridge Career Studies Certificate, and/or with the Associate in Applied Science Degree from the College, students are required to:

- Have completed an application for graduation (not applicable to Nurse Aide and Healthcare Technician certification courses only) for their respective graduation semester, within the appropriate application submission deadline(s).
- Have completed all graduation requirements/program completion requirements listed in the [College Catalog](#) and/or program (Nurse Aide/Healthcare Technician) course syllabi. The catalog of record for a student's program placement, is the catalog of record when the student is placed into their respective program (excluding Nurse Aide Certification Courses, these are based upon the course start date and the certifying bodies test version in place at the time of certification testing). A student's program placement (catalog year) may be changed after consulting the Director of Nursing, the Instructional Unit Dean, and Student Services staff, as appropriate.
- Have completed an/or been awarded credit for all of the credits in their respective program of study for which they have applied to graduate.
- Have completed a minimum of twenty-five (25%) of the credits in their program of study at the College.
- Be recommended for graduation by the appropriate instructional authority in his or her curriculum.
- Have earned a grade point average of at least 2.0 on all work attempted that is applicable toward graduation in his or her particular curriculum.
- Have resolved all financial obligations to the college.
- Have resolved any additional obligations to the College, i.e. returned any borrowed equipment, text, returned all learning resource center books and materials, etc.

#### Standards of Professional Behavior (Attitude, Appearance and Actions)

According to the National Students Nurses' Association Code of Academic and Clinical conduct:

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed on us. The statement of the Code provides guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

One's behavior reflects the qualities of the professional person, which include maturity, knowledge and skill, and a responsibility to self and others. The College's Nursing Education Programs support nursing (Nurse Aide/Healthcare Technician, Practical and Professional) students in the development of professional abilities and attributes through experiences in didactic, lab, simulation, clinical and academic settings. To provide a foundation for this development, students must adhere to approved standards of conduct/behavior and demonstrate patterns of clinical and academic performance which follow the legal and ethical codes of the nursing profession; promote the actual or potential well-being of clients, other health care providers, and self; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the rights of individuals. In addition, students are expected to obey the law, to show respect for properly constituted authority, to perform contracted obligations, to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct within the academic environment. Commitment to the education process in their respective nursing education program, regardless of program, location, provocation, and/or instigation is a responsibility that is accepted by faculty and students.

Accepting this responsibility means demonstrating fairness, honesty and dedication to transparency and truthfulness. All members of the Nursing Education Program(s) are obligated to adhere to the standards of ethical practice and conduct that are defined in the Code for Nurses by the American Nurses Association. The Code of Ethics for Nurses was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession.

While a student's attitude, appearance and actions (Standards of Professional Behavior) are important in all aspects of, and every healthcare educational setting (lecture, lab, simulation, clinical, meetings, correspondence, and all other communications both direct and indirect, these affective and psychomotor behaviors are magnified when students are participating in the clinical setting where a student's actions may have life and/or death consequences and safety, teamwork, and collaboration are paramount.

Students are expected to communicate with faculty, staff, peers, community members, and clinical/education partners appropriately and professional, in writing, verbally, as well as non-verbal communications and gestures.

Only the official College e-mail account is to be used for communication with faculty.

Students should take the appropriate steps to edit written documentation before the communication is released.

The inclusion and/or use of threatening, derogatory, vulgar, and/or other defamatory words, phrases, and/or statements may be construed as unprofessional communication and the student may be subject to College and/or Nursing Education Program disciplinary action.

All unprofessional written content will be included in the student Nursing Education File and may be forwarded for inclusion in the College's educational record for the student.

### Examples of Unprofessional Behavior

These examples are provided to help all Nursing Education Program students to better understand the program/course and allied healthcare expectations of students and practitioners, whom assume and/or desire to assume the roles and responsibilities of allied healthcare providers, serving as patient/client advocates and healthcare professionals. These examples do not encompass all behaviors; however, this student handbook, in collaboration with The [College Catalog](#), [Student Handbook](#), and policies, procedures, standards, regulations and/or state statutes provide additional examples and requirements for students, faculty and/or staff representing the College's Nursing Education Program.

Examples of unprofessional behavior may include, but are not limited to:

- Inappropriate nonverbal communication (i.e. closing, rolling, or other eye movements such as “bucking” to display a disrespectful behavior, inappropriate facial expressions, and/or other inappropriate non-verbal body movements (body language) and/or gestures that display, and/or is meant in a negative, derogatory, disrespectful, and/or vulgar manner.
- Inappropriate, ineffective and/or disrespectful interactions with patients, peers, instructors, and other health care professionals
- Patient, staff, peer, and/or facility complaint about the student as substantiated by the Director of Nursing and/or their designee (Program Lead)
- Avoidance of and/or refusal to treat assigned patients
- Noncompliance with facility procedures and protocols
- Violation of appearance standards
- Violation of HIPPA policies and procedures
- Breach of confidentiality
- Not to share/report pertinent patient information
- Physical abuse to patient, families, staff, peers, and/or clinical instructor

- Providing an unsafe environment for patients, families, or staff

### Safe Clinical Practices

Safe clinical practice always includes, but is not limited to, the following behaviors:

Professionally practice within the boundaries of your role as a student in your respective nursing education program.

- Never exceed the scope of practice for your respective level of nursing education program.
- Never exceed the scope of your knowledge, skill, ability, and/or behavior for your current level of nursing education program progression (i.e. just because your program level will allow certain skills, if you have not been authorized to complete them in the clinical setting, do not perform the skill).
- Comply with all College policies and procedures for implementing nursing care.
- Comply with all Nursing Education Department and/or Program Specific standards, policies, procedures, and/or syllabi for implementing nursing care.
- Comply with all clinical healthcare system, agency, site, location, and/or unit policies and procedures for implementing nursing care.
- Prepare for clinical learning assignments according to course requirements and as determined by the specific clinical setting.
- Demonstrate the application of previously learned skills and principles in providing nursing care.
- Demonstrate the progression of skills, competence, and critical thinking.
- Promptly report significant patient information in a clear, accurate, and complete oral or written manner to the appropriate person(s).
- Perform/deliver effective interpersonal interactions with patients, peers, instructors, and health care team members.

If you appear too fatigued or ill to perform SAFELY during your clinical rotation/internship, the preceptor reserves the right to dismiss you immediately. Sound physical and mental well-being is important to patient care.

Students should not work consecutive shifts (be it work and/or clinical) and should arrange their schedules so they are not fatigued.

Violations of safe clinical practice criteria may result in disciplinary action up to a

recommendation for program dismissal.

### Scholastic Dishonesty

Dishonesty and Deception are never acceptable character traits or behaviors. Ensure that your attitude, appearance and actions are always professional and appropriate. Any student who engages in any form of scholastic/academic dishonesty including, but not limited to cheating, plagiarism, discussion, duplication and/or replication of test or specific test questions prior to, during, and/or following test administration without program/instructor authorization, obtaining instructor resources from unauthorized sources, and/or sharing assessment/assignment answers without prior program/instructor authorization; or, of being deceptive or untruthful may be disciplined in accordance with College policy, as outlined in the College's [Student Handbook](#).

*General Guidance for Nursing Education Program Students – Additional information and interpretations may be found in the College's [Student Handbook](#).*

Scholastic/academic dishonesty may be interpreted as cheating on an examination or quiz, which includes giving or receiving information, copying, using unauthorized materials in tests, collaboration during examinations, substituting for another person or allowing substitutions during examination; plagiarism, submission of work other than one's own; and collusion with another person or persons in submitting work for credit unless such collaboration is approved in advance by the program/instructor.

Webster's Third International Dictionary defines plagiarism as: to steal and pass off, as one's own the ideas or words of another; to use without crediting the source; to present as new and original an idea or product derived from an existing source; to commit literary theft.”

### Honor Code

All Nursing Education Program students are expected to follow the policy for Academic Dishonesty in this, as well as the College's [Student Handbook](#).

All Nursing Education Program students are required to abide by the following Honor Code:

*On my honor, I pledge to do my work to the best of my ability without assistance from any external resources unless specifically permitted within the guidelines of the assignment or test/quiz/exam. With individual assignments and test/quiz/exams, I assert that no one else is completing this assignment or test/quiz/exam for me. I also pledge to report any breach of the honor code immediately. I pledge to uphold the ethical standards of the ANA Code for Nurses and the Professional Behaviors/Essential Functional Abilities required of all nursing students.*

### Violations of Law

Nursing Education Program students are expected to exhibit personal and professional behaviors of the highest standards.

Certain criminal convictions may prevent licensure as a nurse or certification as a nurse aide in Virginia.

Criminal convictions may also prohibit employment in certain health care settings.

Excerpt from the Virginia Board of Nursing

*§ 54.1-3007 of the Code of Virginia, the Board of Nursing may refuse to admit a candidate to any examination, or refuse to issue a license or certificate, to any applicant with certain criminal convictions. Likewise, the Board may refuse licensure or certification to an applicant who uses alcohol or drugs to the extent that it renders the applicant unsafe to practice, or who has a mental or physical illness rendering the applicant unsafe to practice (referred to as a history of impairment).*

*Criminal convictions for ANY felony can cause an applicant to be denied nursing licensure or nurse aide certification.*

*Misdemeanor convictions involving moral turpitude may also prevent licensure or certification. Moral turpitude means convictions related to lying, cheating or stealing. Examples include, but are not limited to: reporting false information to the police, shoplifting or concealment of merchandise, petit larceny, welfare fraud, embezzlement, and writing worthless checks. While information must be gathered regarding all convictions, misdemeanor convictions other than those involving moral turpitude will not prevent an applicant from becoming a licensed nurse or C.N.A. However, if the misdemeanor conviction information also suggests a possible impairment issue, such as DUI and illegal drug possession convictions, then there still may be a basis for denial during the licensure or certification application process.*

*Each applicant is considered on an individual basis. There are NO criminal convictions or impairments that are an absolute bar to nursing licensure or nurse aide certification.*

In an attempt to maintain the highest standards of integrity and ethical behavior, the Nursing Education Program requires all students to immediately report, to the Director of Nursing the following:

- All felony criminal charges/convictions;
- All misdemeanor criminal charges/convictions involving moral turpitude;
- All criminal charges/convictions of DUI;
- All illegal drug related charges/convictions;
- All criminal charges/convictions involving child and/or elder abuse/neglect, and/or incapacitated individuals; and

- All criminal charges/convictions involving patient assault/abandonment.

All students must understand that any and/or all of the above charges/convictions may result in the student's inability to be admitted to and/or continue their studies in one or more of the College's Nursing Education Program(s).

Each situation will be handled on a case-by-case basis, and the Nursing Education Department and/or other College officials may have to consult with the Attorney General's Office, Virginia Department of Health Professions and/or the Virginia Board of Nursing, or other appropriate licensing or certification agency/entity.

A criminal charge and/or conviction does not automatically disqualify a student from program acceptance/continued participation; however, it could, after review, be the determining factor in a recommendation and/or determination of non-acceptance and/or program/course dismissal. Depending upon the circumstances of the incident/event, more especially with regard to criminal charges, the Nursing Education Department and/or the College, may determine that it is appropriate to temporarily suspend a student's College, course and/or program acceptance, continuation, and/or enrollment ability.

#### Violations of the Professional Behavior Standards and/or the Honor Code

Nursing students are expected to uphold and adhere to the standards of professional behavior and the Nursing Education Program's Honor Codes, as they consistently demonstrate professionalism, responsibility, and accountability at all times and in all settings. The Nursing Education Program believes that this goal will be attained if each student's actions adhere to the Standards of Professional Behavior.

**Please note: this interpretation and action is more stringent than the college policy as described in the College's [Student Handbook](#), as well as the [College's Catalog](#), because of the serious consequences unethical conduct poses to patient safety and the public. In addition, students are expected to disclose any incidents of honor code violations, not doing so may also result in disciplinary action up to and including program dismissal.**

The College, as well as the Nursing Education Program(s) use a progressive disciplinary process recommended for dismissal from the nursing program.

Matters of integrity are considered very serious in the Nursing Education Program. Due to the gravity of nursing practice regarding the care for patients and families and the potential harm that can result from breaches in moral conduct, the Nursing Education Program reserves the right to consider immediate dismissal from the Nursing Education Program as an appropriate disciplinary action for students found guilty of academic dishonesty.

Alleged violations of Nursing Education Program Standards of Professional Behavior and/or College Policy Scholastic Dishonesty Policies, Procedures and/or Standards will be reviewed and/or reported as appropriate on a case-by-case basis by the Director of Nursing.

Progressive Disciplinary Actions May Include, but not be limited to the following:

- Verbal Reprimand (documentation maintained within the student's program file)
- Documented "written" Reprimand (documentation maintained within the program file)
- Development of a Program-Student Performance/Progression contract
- Assessment and/or Assignment Grade Reduction
- Assessment and/or Assignment Failure
- Course Grade Reduction
- Course Failure
- Program Dismissal

The Director of Nursing reserves the right to review and revise all disciplinary actions, as determined appropriate, with the exception of those codified by the College and/or System leadership, policy and/or procedure.

The Director of Nursing reserves the right to request/recommend immediate program dismissal as determined appropriate, in accordance with Program, College, and/or System policies, procedures, rules, requirements and/or standards.

In the event of disciplinary action, up to, and including, recommendations for program dismissal, the student may have the right to due process (file a grievance or to appeal the action), in accordance with the policies, procedures and/or processes established in the College's [Student Handbook](#).

In the event of disciplinary action that involves a recommendation for immediate program suspension and/or dismissal by the Director of Nursing, an immediate disciplinary review will be initiated by the Dean of the Public Safety, Allied Health and Human Services Instructional Unit, as well as the Dean of Student Services, and/or the Vice-President of Academic and/or Student Affairs.

During the disciplinary review, the student shall continue to attend all courses\*, as well as complete all required coursework/assignments/assessments, until the review and disciplinary action are finalized. If the student appeals the disciplinary action, the student shall continue to attend all courses\*, as well as complete all required coursework/assignments/assessments, until the appeals process is concluded.

*\* The exception to guidance above, are situations where the disciplinary action is related to inappropriate, unprofessional, disrespectful, unsafe, dangerous, and/or harmful practices, and/or lack of competency in the clinical setting; wherein, the student will NOT be allowed to attend/participate in clinical internships/rotations until the disciplinary review and/or appeals process is concluded.*



Indicators of unprofessional or unsafe conduct

The examples below are provided to lend context to the Nursing Education Program Standards of Professional Conduct, in an attempt to aid students in better understanding the types of behaviors that may be construed as violation of College and/or Nursing Education Program Policies, Procedures and/or Standards.

Unprofessional/Unsafe Conduct may include, but are not limited to:

- Arriving for clinical under the influence of drugs and/or alcohol;
- Failing to follow applicable College, Nursing Education Program, and/or healthcare/community agency policies and procedures;
- Arriving for clinical too ill, tired, or unprepared to provide safe patient/client care;
- Leaving the assigned area without the express permission or knowledge of the instructor and/or nurse to whom the student is assigned; and
- Failure to practice according to the American Nurses Association Code of Ethics, Virginia Nurse Practice Act, and National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct.
- Refusing patient/client assignment based on client attributes such as gender, medical diagnosis, race, culture, or religious preference;
- Misrepresenting one and/or practicing beyond student role expectations;
- Failing to report unethical, unprofessional, or unsafe conduct of peers and other healthcare team members; and
- Failure to meet safe standards of practice from a biological, psychological, sociological, and cultural standpoint.

Unprofessional practice may include, but is not limited to:

- Failing to exhibit appropriate mental, physical, or emotional behavior(s); acts of omission or commission in the care of patients/clients, such as, but not limited to allowing or imposing physical, mental, emotional or sexual misconduct or abuse; exposing self or others to hazardous conditions, circumstances, or positions; intentionally or unintentionally causing or contributing to harming patients/clients; making grievous errors; Failing to recognize and promote patients' rights;
- Failure to demonstrate responsible preparation, documentation, and continuity in the care of patients/clients;

- Failing to respond appropriately to errors in the provision of care;
- Failing to provide concise, inclusive, written and verbal communication;
- Failing to report questionable practices by any healthcare worker;
- Attempting activities without adequate orientation, theoretical preparation, and/or appropriate assistance;
- Dishonesty and/or miscommunication which may disrupt care and/or unit functioning;
- Failure to show respect for patients/clients, health care team members, other students, faculty, and self;
- Failing to maintain confidentiality of records, interactions and/or protected client communications in accordance with HIPAA;
- Dishonesty; and
- Using stereotypical assessments or derisive comments or terms.

A student whose performance endangers the safety of a client, peer, health care team member, or faculty, or whose conduct/behavior is determined to be unprofessional, will be subject to College and/or Nursing Education Program disciplinary processes.

All disciplinary actions at or above the level of written reprimand will also be entered into the College's reporting system (Maxient), and as previously noted, students will have the ability to request due process, as appropriate and/or within College policy. It is important to note, not all instances may be eligible for due process under College and/or Program policies, procedures and/or standards. Students are encouraged to review all respective documents and/or publications to determine appropriate processes.

### **Classroom Behavior/Expectations**

Only professional behavior will be accepted in the classroom. Disruptive behavior will result in the student being dismissed from the classroom, and may result in additional disciplinary action.

No children or family members are allowed in the class or clinical academic environment.

Students who are tardy will take the closest seat or wait for the break to enter the classroom to minimize disruption.

### **Classroom Electronic Device Policy**

Personal electronic devices are permitted in the classroom in accordance with the law, College and Nursing Education Department policies, procedures and standards. Personal electronic

devices brought into and/or used in the classroom will be the sole responsibility of the student, the College, Nursing Education Department, faculty, staff and/or their agents shall not professionally and/or personally responsible personal electronic devices.

### Audio Recorders

Audio recorders are permitted in the classroom ONLY with the expressed approval by the Course Lead Faculty and/or the Director of Nursing, as well as all members of the class. At no time shall audio recordings (tape, digital, and/or other format) be acquired without the permission of the persons present and/or whose voice, or other audible responses may be recorded.

Audio recorders must be stowed in backpacks, and/or out of reach/sight, and may not be activated in the classroom setting during testing. Students who are found in violation of this policy will forfeit the privilege of using the device and may be asked to leave the classroom.

If it is determined that a student willfully violates this policy, and has used the device, or attempted to use the device in a manner that supports academic dishonesty, the student may be disciplined in accordance with College and Nursing Education Department academic dishonesty policies, procedures, and/or standards.

### Video Recorders

Video recorders may be permitted in the classroom under limited circumstances ONLY with the expressed approval by the Course Lead Faculty and/or the Director of Nursing, as well as all members of the class. At no time shall video recordings (tape, digital, and/or other format) be acquired without the permission of the persons present and/or whose image, likeness, and/or presence and actions, voice, or other audible responses may be recorded.

Video recorders must be stowed in backpacks, and/or out of reach/sight, and may not be activated in the classroom setting during testing. Students who are found in violation of this policy will forfeit the privilege of using the device and may be asked to leave the classroom.

If it is determined that a student willfully violates this policy, and has used the device, or attempted to use the device in a manner that supports academic dishonesty, the student may be disciplined in accordance with College and Nursing Education Department academic dishonesty policies, procedures, and/or standards.

### Photographic Devices

Photographic devices (camera) may be permitted in the classroom under limited circumstances ONLY with the expressed approval by the Course Lead Faculty and/or the Director of Nursing, as well as all members of the class. At no time shall photos (film, digital, and/or other format) be acquired without the permission of the persons present and/or whose image, likeness, and/or presence may be captured and/or preserved.

Photographic devices must be stowed in backpacks, and/or out of reach/sight, and may not be activated in the classroom setting during testing. Students who are found in violation of this policy will forfeit the privilege of using the device and may be asked to leave the classroom.

If it is determined that a student willfully violates this policy, and has used the device, or attempted to use the device in a manner that supports academic dishonesty, the student may be disciplined in accordance with College and Nursing Education Department academic dishonesty policies, procedures, and/or standards.

### Cell Phones and Smart Watches

Cell phones, smart watches, and/or pagers are to be placed on vibrate, silence mode, and may not display any flashing lights when an alert, notification, and/or incoming call is received. The use of cell phones in classrooms or labs (including texting), unless in emergency situations is a violation of the student code of conduct. Students may be asked to leave the classroom if they are found to be in use during class. Exceptions can be determined by faculty if cell phones are used during learning activities.

Cell phones must be stowed and silenced on the student's person in a non-conspicuous location (pocket, backpack, etc.) and shall remain out of sight to the student in the classroom setting during testing. At no time shall a student initiate the use of their cell phone during testing. Students who are found in violation of this policy will forfeit the privilege of using the device and may be asked to leave the classroom.

**Smart watches used in lab and/or clinical must have the ability to display, and be set to display an analog face with a sweeping seconds hand. When this face is not available, students must have a watch with a sweeping seconds hand.**

Smart watches must be stowed and silenced on the student's person in a non-conspicuous location (pocket, backpack, etc.) and shall remain out of sight to the student in the classroom setting during testing. At no time shall a student initiate the use of their smart watch during testing. Students who are found in violation of this policy will forfeit the privilege of using the device and may be asked to leave the classroom.

If it is determined that a student willfully violates this policy, and has used the device, or attempted to use the device in a manner that supports academic dishonesty, the student may be disciplined in accordance with College and Nursing Education Department academic dishonesty policies, procedures, and/or standards.

Only emergency telephone calls or notifications shall be answered and/or acknowledged while in the classroom setting. When a telephone call must be answered and/or made, the student shall discreetly and politely excuse themselves so as to accept and/or initiate a phone call outside of the learning environment.

***Students shall not accept and/or acknowledge any telephone calls and/or notifications during testing.***

*At no time shall a cell phone, smart watch, or other personal communication device be used for audio and/or video recording without following the aforementioned audio and video recording policies above.*

### Personal Computers and Tablets

Personal computers or tablets can be used in the classroom for course-related educational activities only. Personal computers or tablets used in the classroom will be the sole responsibility of the student and must have the “mute” setting activated. No video or audio features on the personal computer or tablet (iPad, Kindle, Surface, etc.) may be turned on in classrooms

Personal computers or tablets must be stowed in backpacks, and/or out of reach/sight, and may not be activated in the classroom setting during testing. Students who are found in violation of this policy will forfeit the privilege of using the device and may be asked to leave the classroom.

If it is determined that a student willfully violates this policy, and has used the device, or attempted to use the device in a manner that supports academic dishonesty, the student may be disciplined in accordance with College and Nursing Education Department academic dishonesty policies, procedures, and/or standards.

### **Didactic (Lecture) Policies and Procedures**

The policies, procedures and/or standards in this section include didactic instruction in the Face-to-Face Instruction, Hybrid Instruction, HyFlex Instruction, and/or Distance (online) Instruction modalities.

### Class Outlines, Notes and PowerPoint Presentations

Class outlines and notes may be available in specific courses. PowerPoint presentations are the intellectual property of individual faculty and may be available in narrated or un-narrated format. This is not a requirement of the faculty. Canvas Collaborate sessions may be archived at the discretion of each faculty and available for student use. See course syllabi or consult individual faculty for specific course policies.

### Written Assignments

Unless specified in the course syllabus, the following guidelines will apply:

- All written assignments are to be completed in current APA format and are due on the date specified unless prior arrangements have been made with the course coordinator.
- All written assignments should be on standard 8 ½ x 11 inch paper. Written assignments must be grammatically correct with no spelling errors. See assignment rubrics for penalties for poorly written work.
- Font size will be 12 if computer-generated, double spaced and only on one side of the

page. New Times Roman, Arial or Calibri are appropriate fonts in black only.

- The source of paraphrased or quoted material must be within text citations. The undocumented use of another's work is considered plagiarism and constitutes grounds for unprofessional behavior and academic dishonesty.
- Written assignments are to be the student's original work and should be done independently without collaboration unless it is a group project

### Grading

A point system is utilized to determine course grades. Points correspond to percentages for the award of the letter grade. Course grade will be determined by calculating grades of predetermined weight for tests and designated learning activities that are calculated to the hundredth of a point.

Nursing Education Program courses may include, but shall not be limited to the following components, based upon the course/program objectives, and each component, as applicable, may be evaluated throughout each course, as well as overall program, as appropriate. All components must be completed successfully, in accordance with program policies, for students to progress through their respective program.

- theory
- pharmacological dosage calculations
- skill, simulation, and clinical performance
- course/program (standardized) assessments

### Nurse Aide/Healthcare Technician Program/Course (credit/non-credit) – Testing Requirement

Students enrolled in the Nurse Aide and/or Healthcare Technician Programs/Courses (credit/non-credit) must first achieve a 90% average score on unit tests including final exam to proceed onto the skills portion of the NAE (CNA) course and must then demonstrate competence of 22 mandatory skills at a mastery level of 100% proficiency to qualify for internship in the clinical setting.

A point system is utilized to determine course grades. Points correspond to percentages for the award of the letter grade.

Course grade will be determined by calculating grades of predetermined weight for tests and designated learning activities that are calculated to the hundredth of a point.

### Nursing Education Program Course Grading Scale

A	B	C	D	F	P	U	S
92-100	84-91	80-83	70-79	Below 70 /Fail	Pass	Unsatisfactory	Satisfactory

Grade awards of P, U and/or S are typically associated with Pass/Fail only courses/programs, and will only be issued specific, typically special circumstances. These grade awards are not typically associated with Nursing Education Program credit courses/programs; however, they may be awarded in some Allied Health non-credit programming.

The following guidelines apply in all nursing education program courses:

Students must earn a minimum grade of “C” in all nursing education program courses.

Nursing Education Program courses where the clinical and theory/didactic portions are embedded into one course:

- A clinical grade of “satisfactory” is required for all clinical courses and will result in a final grade that corresponds to the theory grade.
- Students who are successful in both components of the course receive the letter grade earned in the theory portion.
- Students who pass the theory component of the course but fail the clinical component of the course will earn a final course grade of “D.”
- Students who fail the theory component of the course but pass the clinical component of the course will earn a final course grade of D if the theory grade is a D, or a final course grade of F if the theory grade is an F.
- Students who fail both components of the course will earn a final course grade of “F.”
- Students who fail a course must repeat both clinical and theory portions of the course if eligible to return.
- Students who stop attending the didactic course but may have completed the clinical component of the course will earn a final course grade of “F.” This includes instances where a student successfully completed the clinical requirement(s) prior to completing the didactic course component/requirements and stops participating in or attending the didactic/lecture portion of the course/program. (Please note: this is different from the College’s [Student Handbook](#))
- When a student receives a grade of “D” or “F” in a course, they receive no clinical hours for the course.

HCT 196 and NSG 270 are stand-alone clinical course utilizing a grading scale associated with a

letter grade. The NSG 270 clinical course syllabus specifically direct clinical care hours.

Students who withdraw from a course within the specified time (withdraw without academic penalty date) will earn a grade of “W.”

Students who withdraw after the withdraw date with mitigating circumstances must have been passing the course at the time of withdrawing without academic penalty date to be considered for a grade of “W.” In this circumstance, special requirements must be submitted and met by the student.

Students who withdraw after the withdrawal period (withdraw without academic penalty date) will earn the grade of “F.”

#### Late Assignment Submission (unexcused)

All unexcused late assignment submissions will be deducted 5 points for each day that the assignment is late, after the assigned due date. Faculty understand that mitigating circumstances may exist; therefore, faculty will view each late submission on a case-by-case basis, and will notify the student if the late submission is determined to excused or unexcused, and will grade the assignment noting the total deduction of points for the tardiness of the submission.

#### Rounding of Points

All intermediate calculations of grades throughout a course will be expressed on a 0.00-100.00 scale and will be recorded to two decimal place precision, i.e. 95.00 or 92.67.

Final numeric grades for a course will be based on averaging of intermediate grades. Typically, the averaging process will give different weights to different intermediate grades -e.g. exam grades may "count more" than homework grades.

In the conversion of a final numeric grade to a course letter grade, decimal parts below 0.50 will be "rounded down to the closest whole number, i.e. 92.49 becomes 92 and decimal parts at or above 0.50 will be "rounded up" to the closest whole number, i.e. 92.50 becomes 93.

#### **Cognitive Assessment (Test)**

##### Assessment “Testing” Policy

Students may be tested on material from reading assignments, prepared notes, lecture, presentations, textbooks, electronic resources and/or other assigned activities. All material included on assessment will have been discussed, presented, and/or assigned as reading or other activities, concepts and/or required material in the course being assessed.

*The faculty and staff understand that medicine is an ever evolving industry and the provision of patient care and/or treatment modalities may change from day-to-day based upon research and/or other medical equipment, technological and/or pharmaceutical breakthroughs; however,*



*while this evolution is continuous, faculty will not test students on material outside of that to ensure that students can master the concepts and student/program outcomes, and students are not permitted to use these evolving concepts, not taught in the course/program, as a means to advocate for or challenge assessment validity or that of right or wrong answers provided on an assessment.*

All unit tests, midterms, and finals will be given in a proctored setting. Quizzes may be given either online or in the classroom (see section on quizzes for details). Students will not have access to their individual scores until after all students have taken the test and test grades have been reviewed by faculty. Test results will be given to students through the LMS (Learning Management System) or by course faculty. No test grades will be given over the phone or by e-mail.

### Computer-Based Assessment

The Nursing Education Program uses computer-based testing, as well as computer-based adaptive testing formats for cognitive assessments, tests and/or quizzes when and where possible.

This is not the only assessment method used; however, students should be aware that computer-based testing is the primary cognitive assessment modality used by the Nursing Education Program.

### Preparation

Students are expected to be familiar with electronic testing method. If time is needed for practice, this must be arranged with the instructor prior to testing.

### Missing a Test

Students who must miss a test must contact the faculty member either by voice or e-mail prior to the start of the test. Failure to notify the faculty may result in a grade of "0". Mitigating circumstances will be handled on a case-by-case basis and will be referred to the Director of Nursing. When a student has an excused absence on the day of a scheduled test, the student shall be required take the test at a date/time that is determined mutually acceptable to the student and lead instructional faculty or the Director of Nursing.

### Being Tardy for a Test

Students who are late for a test will not be admitted to the classroom/testing center. The test make-up policy applies.

### Make-Up Tests

In the event that a make-up test is necessary, this test may be different from the initial test and may consist of multiple-choice, fill in the blank, essay or any combination of testing strategies. Make-up tests must be completed within seven (7) calendar days of the missed test. The student

is responsible for contacting the course faculty and setting up a time to take the make-up test. Make-up tests must be completed in the testing center.

### Test Interruption

Once a required test has been initiated, the test must be completed unless there are mitigating circumstances determined appropriate by the Director of Nursing. If a student must unexpectedly stop/end (interrupt) a test that is in progress, they are required to notify their lead instructional faculty immediately, or as soon as immediately possible via email for tests being completed through an online medium. When a student has an excused situation that created a testing interruption, the student shall be required to retake the examination in its entirety at a date/time that is determined mutually acceptable to the student and lead instructional faculty or the Director of Nursing. If a test interruption occurs, the Nursing Education Department may require the student to make an appointment with the course lead faculty member to take the test in a proctored setting. The Nursing Education Department reserves the right to require proctored testing when students demonstrate a pattern of requesting test interruptions.

### Test Reset

If the test for a student needs to be reset more than once, he/she will need to make an appointment with the course lead faculty, and may be required to complete the test in a face-to-face proctored setting. The Nursing Education Department reserves the right to require face-to-face proctored testing when students demonstrate a pattern of requesting test resets. Failure to complete the online quiz within the timeline given may result in a grade of zero.

### Quizzes

Online or in-class quizzes may be given as noted in the course syllabus. These may be either scheduled or unannounced. Course syllabi will contain specific guidelines for quizzes. The student must notify the instructor if he/she has a problem accessing online quizzes. Students are responsible for acquiring a reliable computer before accessing an online quiz. If reliability is uncertain or if dial-up connections are used, it is strongly recommended that the student make arrangements to use on-campus computers. If the quiz for a student needs to be reset more than once, he/she will need to make an appointment with the instructor to take the quiz in a proctored setting. The Nursing Education Department reserves the right to require proctored testing when students demonstrate a pattern of requesting quiz resets. Failure to complete the online quiz within the timeline given may result in a grade of zero.

### Scantron Answer Sheet

When scantron sheets are provided for multiple choice quizzes and/or tests, only the answers marked on the scantron answer sheet will be graded. If more than one answer is marked, the item will be counted as wrong (unless otherwise specified in the testing directions).

### Distraction Free, Isolated, and/or Quiet Environment – Cognitive Assessment/Test/Quizzes

Students granted accommodation to complete cognitive quizzes and/or assessments, tests and/or exams will be scheduled to complete these cognitive quizzes and/or assessments, tests and/or exams in one of the College's Testing Centers. The Nursing Education Program, the respective faculty, staff, and/or other authorized agents cannot ensure the establishment of distraction free, isolated, and/or quiet environments in the faculty offices, classrooms and/or lab settings. The College's Testing Centers are typically able to provide these types of environments. Students should be aware that in some instances, particularly emergency situations, the College's Testing Centers, as well as other locations may be interrupted by audio/visual devices and/or faculty/staff providing immediate notifications, information and/or direction to students, faculty and/or other staff.

### Honesty

Sharing of test content outside the testing room of any kind and the printing of any test material constitutes a violation of the honor code. Any consultation with another individual during the test is also a violation of the honor code. Violations will result in disciplinary action up to and including expulsion from the Nursing Program. Each test will contain an item in which the student verifies adherence to the honor policy. See the College's [Student Handbook](#) for Academic Honesty policies and review the ones contained in this document under "Honor Code". Recognize that the nursing program actions regarding honor code violations are more rigorous than the college policy due to the high level of competence required for nursing practice and the danger to patient safety resulting from moral misconduct.

### Test Availability

Tests will be available only with instructor supervision during the scheduled time. Students should consult the course syllabus for the make-up policy if an absence is necessary.

### Pre-Test Review

Group reviews may be provided at the discretion of the course lead faculty and/or the Director of Nursing. While student attendance is optional, it is strongly recommended that students attend the review to obtain feedback, if a pre-test review is offered.

### Test Submission

If there is difficulty in submitting a question or submitting the test, students should notify the instructor immediately before exiting the test. Only the answers in the electronic test will be considered for grading.

### Post Test Review

Once all students have tested, if class time permits, unit tests may be reviewed in class at the discretion of the lead instructional faculty, and/or the Director of Nursing. Once all students have

tested, individual test review may be available. No student may review a test unless they have a scheduled appointment with the lead instructional faculty and/or the Director of Nursing or their designee. The rationale for reviewing test is to assist the student with course material, to better understand areas of success and/or deficiency. Test reviews are not opportunities to challenge questions and/or answers based upon recent research or concepts not taught within the student's respective program of study.

Students may make an appointment to review their individual test, quiz or final exam results in accordance with the following requirements.

- Students may make an appointment up to, but not to exceed two-weeks following a test.
- Students may make an appointment up to, but not to exceed one-week following a quiz or final exam.
- Extenuating circumstances may be taken into consideration by the course lead faculty, program lead and/or the Director of Nursing to grant a meeting time outside of the above referenced appointment policies.
- At no time shall any other student be party to another student's meeting for assessment review.

### Test Security

Test items may be presented one at a time. Returning to previously answered questions may not be allowed. Grade book access will be limited to the test score only and will be controlled by the course faculty.

If a student shares information regarding assessment (test, quiz) items with anyone other than a faculty member, the Director of Nursing, or the other College administrator, or is party to receiving such information from anyone else, other than a faculty member, the Director of Nursing, or the other College administrator, it shall be handled as academic dishonesty and the delivering and/or receiving student(s), as appropriate, will be subject to the appropriate disciplinary action, up to and including a recommendation for program dismissal.

### Calculator Use

Simple, basic function calculators may be used by students during all assessments for which mathematical equations must be completed. Students are responsible for providing their own, simple, basic function calculator. Failure to have a calculator does not constitute grounds to postpone, delay and/or refuse to attempt an assessment. The College will not provide simple, basic function calculators to students. Students are not permitted to use cell phone calculators during testing. Students may not share calculators during testing. Students will not be allowed to leave the room or access the Internet while in the test room. Students testing at an alternate location may use a simple (basic function) calculator only. Additional testing security procedures may be implemented at the discretion of the faculty. Nursing Education Program, faculty and staff reserve the right to inspect any/all personally owned calculators to ensure that they do not

exceed the simple, basic function requirements.

Students who are found to use calculators that exceed the maximum simple, basic function requirements, calculators that support additional communication capabilities, and/or other communications devices during testing, will be subject to the appropriate disciplinary action, up to and including a recommendation for program dismissal for academic dishonesty.

### Testing Procedures

Thomas Nelson nursing faculty have a zero tolerance for violations of the College's policy on scholastic dishonesty. If, during a testing situation, a student is observed exhibiting behaviors that could be interpreted as academic dishonesty then the following will occur:

- The student will be unable to continue testing
- The student will receive a "0" for the test

All personal belongings must be placed at the front of the classroom prior to every test. This includes book bags, purses, coats, hats, cell phones and/or other electronic equipment (including but not limited to smart watches, Fitbit, pendants, etc). No eating or drinking is allowed during testing. If the instructor provides scrap paper for the test, all scrap paper must be returned to the instructor prior to exiting the test. *Students who fail to comply with this policy may be subject to disciplinary action, up to the award of zero-points (0) on the assessment, and/or including a recommendation for program dismissal.*

### Benchmark Testing

This section is applicable to the Practical to Professional Nursing Bridge Program and the Professional Nursing Program.

The Nursing Education Program Professional Nursing Program uses the HESI Testing and Remediation Program as an aspect of the Professional Nursing curriculum to aide in student progression and preparation for NCLEX-RN success.

HESI assessments will be administered at various points in the Professional Nursing program with a comprehensive assessment given during the final semester. When a student is enrolled in a course for which a HESI assessment is scheduled, the student must complete all assessments before a final grade will be issued for the course.

Regardless of the number of evaluative and/or assessment components included in a Nursing Education Program/Course, all components must be successfully completed in order to pass the course. Students who fail to take HESI Assessments may receive a final course grade of "Fail" or "F" until the outstanding assessment(s) have been completed. When the grade of "Incomplete" or "I" (if otherwise passing the course) is appropriate, this grade may be awarded until the outstanding assessment(s) have been completed. Students cannot progress to the subsequent semester until the requirements are satisfactorily completed and the grade of "F" and/or "I" is

changed with a grade that allows for continued program progression.

Students are responsible for the cost of each HESI assessment, which must be purchased through the College Bookstore. Included in the cost of each payment, is a three-day NCLEX-RN review course scheduled at the end of the program. Failure to make the required payment may result in a final course grade of “Fail” or “F” until the outstanding assessment(s) have been completed. When the grade of “Incomplete” or “I” (if otherwise passing the course) is appropriate, this grade may be awarded until the outstanding assessment(s) have been completed. Students cannot progress to the subsequent semester until the requirements are satisfactorily completed and the grade of “F” and/or “I” is changed with a grade that allows for continued program progression.

HESI Assessments include:

- 1st semester-Level 1 Assessment
- 2nd semester- Level 2 Assessment
- 3rd semester- Level 3 Assessment
- 4th semester- Level 4 Assessment
- Exit Assessment

#### Pharmacological Dosage Calculation Proficiency Assessment

1. Practical Nursing to Professional Nursing Program - Students in the Professional Nursing Program shall be required to perform a series of pharmacological calculations in the performance of their responsibilities. To help students perform these critical medication calculations, a series of graduated lessons will be provided throughout the students three semester program. Students will be expected to begin with basic pharmacological equations and progress to complex pharmacological equations throughout their education program.

Students will be provided review and new instruction in pharmacological equations, as well as two practice assessments during the “bridge” portion of their program.

Practical Nursing to Professional Nursing Program students will be tested in each of the two final semesters of the Professional Nursing Program (after completing the “bridge”) with regard to pharmacological equations.

All students must score a minimum of 90% on each of the Pharmacological Dosage Calculation Proficiency Assessments.

All students will have three attempts to successfully complete each of the three Pharmacological Dosage Calculation Proficiency Assessments.

Students who are not successful on their initial Pharmacological Dosage Calculation Proficiency Assessment of the semester will be required to complete and provide proof of completion of ten (10) hours of remediation with a math tutor before being allowed to complete their second assessment attempt.

Students who are not successful on their second Pharmacological Dosage Calculation Proficiency Assessment of the semester will be required to complete and provide proof of completion of an additional ten (10) hours of remediation with a math tutor, as well as meet with the course lead faculty to complete a practice assessment before being allowed to complete their third assessment attempt.

Failure of the Pharmacological Dosage Calculation Proficiency Assessment, after three attempts, results in an immediate course failure and prohibits the student from further progression in the course (theory and clinical).

2. Professional Nursing Program - students in the Professional Nursing Program shall be required to perform a series of pharmacological calculations in the performance of their responsibilities. To help students perform these critical medication calculations, a series of graduated lessons will be provided throughout the students four semester program. Students will be expected to begin with basic pharmacological equations and progress to complex pharmacological equations throughout their education program.

Professional Nursing students will be assessed in each semester of the Professional Nursing Program with regard to pharmacological equations. Pharmacological assessments will begin in the students first semester of the Professional Nursing Program at staggered intervals to allow for concept introduction, concept demonstration, and concept mastery. The staggered assessment process has been developed to coincide with introduction of the mathematical concepts and the corresponding medical procedures in order to provide students the opportunity to learn and apply the concepts of pharmacological equations and medication dosages. Students will be required to begin demonstrating proficiency through the completion of pharmacological equations that will be embedded in other assessment tools during the first semester, practice assessments, as well as, up to three mastery assessments.

Students who find that they are not able to successfully complete a wide-variety of pharmacological equations when completing formative (practice) assessments are encouraged to seek tutoring for mathematics.

Students who find that they are not able to successfully complete a wide-variety of pharmacological equations when completing mastery assessments, will be required to complete tutoring for mathematics, in accordance with the below outlined policies.

All students will have three attempts to successfully complete the Pharmacological Dosage Calculation Proficiency Assessment.

All students must score a minimum of 90% on each of the Pharmacological Dosage

### Calculation Proficiency Assessment.

Mastery Pharmacological Dosage Calculation Proficiency Assessments will typically be delivered as follows:

Assessment Attempt 1 (Initial Attempt): No sooner than week seven (7) of the semester, and will typically not be delivered any later than week nine (9) of the semester.\*

Students who are not successful on their initial Pharmacological Dosage Calculation Proficiency Assessment of the semester will be required to complete and provide proof of completion of ten (10) hours of remediation with a math tutor before being allowed to complete their second assessment attempt. Students are encouraged to contact the College's Tutor Zone to schedule assistance.

Assessment Attempt 2 (As necessary): No sooner than week ten (10) of the semester, and will typically not be delivered any later than week twelve (12) of the semester.\*

Students who are not successful on their second Pharmacological Dosage Calculation Proficiency Assessment of the semester will be required to complete and provide proof of completion of an additional ten (10) hours of remediation with a math tutor, as well as meet with the course lead faculty to complete a practice assessment before being allowed to complete their third assessment attempt. Students are encouraged to contact the College's Tutor Zone to schedule assistance.

Assessment Attempt 3 (as necessary): No sooner than week eleven (11) of the semester, and will typically not be delivered any later than week thirteen (13) of the semester.\*

*\*No attempts will be initiated any earlier than week noted for each assessment of the cohorts first semester; however, attempts may be subject to delays that exceed the typical final delivery date, when circumstances require a delay in delivery, i.e. College closings that delay the delivery of the appropriate material, impact typical delivery dates, etc.*

All students shall successfully complete at least one Pharmacological Dosage Calculation Proficiency Assessment in each of the semesters for which they are enrolled in the program (cohort).

Pharmacological Dosage Calculation Proficiency Assessments delivered in semester two, three, or four, may be delivered at any point, beginning with the first week of the semester, within the semester.

Failure of the Pharmacological Dosage Calculation Proficiency Assessment, after three attempts, results in an immediate course failure and prohibits the student from further progression in the course (theory and clinical).



### HESI Remediation Policy

Following HESI Exams, students are required to remediate and the remediation requirements are dependent on each individual student's level of risk for success in the program and on NCLEX. Students with lower scores require more intense remediation.

### Nursing Education Program Remediation Policy

There are certain nursing courses that may require students to complete a Remediation Plan. Students receive their exam reports and correlating online remediation after completion of the exam. Based upon their standardized test report, students can develop their personal plan for remediation. Students will list specific activities they will complete in order to understand their missed concepts/content. Students will complete the Remediation Plan, gain faculty approval for the plan, and then notify faculty when the remediation is complete.

Students who are required to withdraw and seek readmission due to academic, skills, simulation and/or clinical/clinical reasoning performance will be required to successfully complete a self-study remediation program assigned by the Director of Nursing and/or their respective program lead.

**Students who do not successfully complete the remediation package in its entirety with a minimum passing grade of 800 points and/or an 80% or higher will NOT be readmitted into their respective program of study.**

## **Psychomotor Skills Policies and Procedures**

### Psychomotor Skill Requirements

Each Nursing Education Program requires students to successfully complete one or more psychomotor skill(s). Student will receive step-by-step education and/or faculty/staff demonstration of each psychomotor skill prior to and/or concurrently as students perform the skill(s) for the first time. Each program includes processes for skill(s) acquisition, practice, mastery and subsequent assessment.

The psychomotor skill(s) required per course/program will be outlined for the students in each course/program.

### Psychomotor Skill Time Requirements

Psychomotor skills are transferred from the acquisition phase, to direct patient care practices throughout a course/program. Certain psychomotor skills have life, limb, illness and/or infection potential consequences if performed incorrectly and/or untimely completion of the skill/procedure.

In each course/program, the psychomotor skill sheet(s) will outline the steps required to successfully complete the skill(s).

Each psychomotor skill sheet (check-off sheet) will indicate the critical failure criteria of the skill.

Each psychomotor skill sheet (check-off sheet) will include a statement indicating whether the skill is timed, and the maximum allowed time to successfully complete the skill(s).

For timed skills, the faculty/staff member will maintain and note on the psychomotor skills check sheet the official start and completion time.

During the skill acquisition and demonstration phase (practice), the student shall demonstrate continued progression toward successfully completing the psychomotor skill(s) within the required time limit and without any critical failure criteria.

#### Psychomotor Skill Competency Assessment

During the skill mastery and assessment phase, the student is expected to successfully complete the psychomotor skill(s) within the required time limit, without any critical failure criteria.

For timed skills, the faculty/staff member will maintain and note on the psychomotor skills check sheet the official start and completion time.

At no time, shall fundamental alteration of the required psychomotor skill(s) pass/fail criteria and/or maximum allowable time limit be allowed.

All students shall be required to successfully complete all psychomotor skill(s) requirements within the established parameters.

Exceeding the maximum allowable time limit for successful skill(s) completion shall be considered critical failure criteria\*.

*Students with “extra” and/or additional time accommodations, will NOT be granted additional or extra time that exceeds the maximum allowable time limit for successful psychomotor skill completion.*

#### Psychomotor Skill Competency Assessment Tracking Requirements

Each student will be provided a copy of the completed and signed Psychomotor Skill Competency Assessment form within two (2) business days (typically, immediately following the evaluation) of the skills evaluation. /rotation completion. In the event that provision of the form will be delayed beyond the two (2) day period, the faculty member completing the form shall notify the student and copy the Director of Nursing providing notification of the delay, and the anticipated date of form provision.

Students are required to maintain a copy of their psychomotor skill validation check sheets.

### Distraction Free, Isolated, and/or Quiet Environment – Psychomotor Assessment

Allied Health and Nursing professionals are typically expected to provide patient care in many different types of environments; however, most of those environments are not noise, visual, movement, or distraction free environments, they may include patient/client speaking, family and friends of the patient/client speaking, televisions in the background, other patients/clients in the same room, and/or various alarms, monitors, or other medical equipment visualizations and/or audible noises, and/or possibly movements and vibrations. It is important that allied health workers maintain situational awareness, and the ability to recognize and/or complete the performance of their duties, responsibilities and/or skills in these environments. For these reasons, it is important that students acquire, build/form and demonstrate these important skills in various types of environments. Therefore, psychomotor skills assessments cannot be completed in distraction free, isolated, and/or quiet environments.

### Psychomotor Skill Progression

It is critical to student progression, as well as the standard of care and procedure performance that all students demonstrate mastery in the performance and assessment of their respective course/program psychomotor skills.

Students who are not able to demonstrate psychomotor skill(s) mastery during skill(s) assessment will not be allowed to continue to progress within their respective program until psychomotor skill mastery is demonstrated.

Students will be provided three (3) opportunities to demonstrate psychomotor skill mastery for each required skill. Skill mastery must be demonstrated in the course offering/section within which skill demonstration and acquisition is outlined in the course syllabi.

Students who successfully demonstrate psychomotor skill mastery/competency (successful completion) on their first assessment attempt will be awarded 100% of the total points possible\* for the particular skill competency.

Students who are not successful in demonstrating psychomotor skill mastery/competency (successful completion) on their first attempt, are required to successfully complete a minimum of three (3) hours of psychomotor skill remediation for the skill(s) for which they were unsuccessful, and shall be required to wait a minimum of 24-hours before attempting to demonstrate skill(s) mastery/competency (successful completion) in their second assessment.

Students who successfully demonstrate psychomotor skill mastery/competency (successful completion) on their second assessment attempt will be awarded 67% of the total points possible\* for the particular skill competency.

Students who are not successful in demonstrating psychomotor skill mastery/competency (successful completion) on their second attempt, shall be required to meet with their lead faculty member, are required to successfully complete a minimum of three (3) hours of psychomotor skill remediation for the skill(s) for which they were unsuccessful, and shall be required to wait a

minimum of 24-hours before attempting to demonstrate skill(s) mastery/competency (successful completion) before attempting to demonstrate skill(s) mastery/competency (successful completion) in their third and final psychomotor skill assessment.

The Lead Course Faculty shall review the psychomotor progression policies, as well as the course/program policies regarding academic expectations/performance/standards. Students will be required to sign documentation indicating their understanding of program/course policies, especially Remediation shall be completed during open lab sessions, and the student must have the faculty/staff member note on the psychomotor skill(s) sheet that remediation was complete, and the date of completion.

At the conclusion of the remediation, the faculty and/or staff member shall conduct a timed practice assessment.

Students who successfully demonstrate psychomotor skill mastery/competency (successful completion) on their third assessment attempt will be awarded 33% of the total points possible\* for the particular skill competency.

\* The total points possible for each psychomotor skill assessment may differ per skill.

The students third assessment attempt to demonstrate psychomotor mastery/competency (successful completion) will be considered a “high-stakes” psychomotor assessment attempt.

#### High-Stakes Psychomotor Assessments

High-stakes psychomotor assessment are those that have academic dismissal implications if the student is not successful.

High-stakes psychomotor assessment are third and final psychomotor skill assessments.

High-stakes psychomotor assessments shall be led by a faculty/staff member and witnessed by a second faculty/staff member, who will be conducting a digital video recording (audio and video) of the assessment attempt.

The digital video will be discarded for students who successfully demonstrate psychomotor skill mastery/competency (successful completion) on their third assessment attempt.

Students who do NOT successfully demonstrate psychomotor skill mastery/competency (successful completion) on their third assessment attempt will be required to review the video with the Lead Course Faculty, will receive a failing grade for NSG 106, and will not be allowed to progress within their respective program (cohort) in accordance with the Nursing Education Program policies, procedures and education standards

The video will be transferred and maintained in Nursing Education Program files.

The Lead Course Faculty shall make a recommendation to the Director of Nursing for program dismissal in accordance with Nursing Education Department policies, procedures and/or

standards, as well as College policies and procedures. (unsuccessful student shall refer to the appropriate readmission policy for their status).

### **Lab, Simulation and Clinical Policies and Procedures**

The skill and simulation laboratory provide the student an opportunity to acquire, develop, and master nursing education program skills before caring for a patient in the clinical setting.

Students can make an appointment with their course instructor for individual needs that require the use of the lab. Students are not permitted in the labs without faculty or staff in attendance.

No food or drink is permitted in any of the labs.

Students will participate in scheduled lab, simulation and clinical experiences in a variety of settings.

The hours and scheduling of lab, simulation and/or clinical educational opportunities throughout the program may be adjusted according to faculty, lab, clinical site, and/or preceptor availability. Every reasonable attempt will be made to maintain lab, simulation and clinical experiences in alignment with the course/program schedule; however, from time-to-time, it may be necessary to reschedule these opportunities due to extenuating circumstances and/or availability.

While it is customary that lab, simulation, clinical and/or community services requirements will be scheduled in alignment with the student's course, program, and/or cohort tract; i.e. day for day, night/weekend for night/weekend, etc.), lab, simulation and/or clinical (community service) schedules may include day, evening, nights, and/or weekend hours outside of the student's tract. When this situation occurs, students with conflicting schedules shall meet with the Course Lead faculty to seek additional opportunities within the typical tract timing.

The faculty and staff will make all reasonable attempts to schedule these opportunities for any of the core nursing courses.

#### Lab and Clinical Orientation

Lab and clinical faculty/staff are responsible for orienting and coordinating the orientation of students to the lab and/or clinical facility. Students will complete required training, education, and/or appropriate and applicable documentation prior to starting the lab and/or clinical.

Clinical agencies may require initial orientation forms regarding patient confidentiality, fire and safety, code of conduct and other facility-specific policies.

Students shall provide proof of AHA BLS (CPR) certification, and documentation of all required immunizations within one year on the first day of each clinical course as required by agencies (one-year may not be possible in the case of some immunizations/test, i.e. PPD, Influenza, COVID, etc.).

Students may be required to submit to agency specific testing processes in order to gain

eligibility to participate in clinical internships and/or rotations.

Students will not be allowed to enter the lab and/or clinical area/facility if they have not completed all of the program/facility/agency compliance requirements.

Students who do not complete all of the program/facility/agency compliance requirements by the date established and published by program are subject to disciplinary action and potential recommendation for course/program dismissal.

It is the student's responsibility to maintain annual testing and copies of these documents, and to provide the appropriate and required documentation to the program within the established and published timeline.

All student compliance documentation, including medical information is maintained electronically by a third-party provider.

### Dress and Appearance Code

Thomas Nelson nursing students are expected to conform to high standards of personal appearance and hygiene. Attire worn at the College should reflect a sense of dignity and professionalism.

Students must be in full uniform, including their College issued student ID, a watch that has the capability to display counting seconds (second hand, seconds displayed, or other seconds counting mechanism), trauma shears or bandage scissors, penlight and stethoscope during clinical hours in the affiliating agencies. Uniforms are required in the nursing skills lab unless otherwise specified by faculty.

- The student uniform consists of a Hunter Green uniform top with the College logo with Hunter Green pants or skirt.
- All uniforms shall be clean and wrinkle-free.
- Undergarments must be worn at all times, be of neutral color, and cannot be visible.
- Matching white scrub jackets (lab coat) with the College logo may be worn as desired.
- When in uniform, each student shall display a nametag with the student's first name, and last initial, over the nursing program of study.
- Uniforms should fit so that when the student bends forward, the bottom hem of the top covers the pants' waistband in the back. Visible chest cleavage or tight clothing is not permitted.
- Students should wear nurse's shoes or solid white or black leather athletic style shoes with backs and no open holes. Shoes should be clean; canvas tennis shoes are not appropriate. Colors on the shoes are not acceptable. Socks are required, no lace or mesh material, socks must cover the ankle and may only be white or black in color. When

mitigating circumstances involving footwear exists, students shall contact the Director of Nursing.

- Hair must be natural for skin tone (not red, blue, purple etc.), clean, neat and off the collar. All hair must be secured off the face and collar with an appropriate band or device and must be of a professional style (no Mohawks, shaved designs, etc.).
- Fingernails must be clean and kept short. Nail polish (including clear), gel, acrylic and or any other artificial nails are not permitted.
- Jewelry should be kept to a minimum. Wedding rings (band only) are acceptable.
- A single pair of small stud earrings worn in the lowest hole in the ear lobe(s) is acceptable. All other jewelry, including ear gauges, and spacers in any other pierced areas, is not permitted in the lab or clinical setting.
- All visible tattoos must be kept covered.
- Make-up must be discreet and natural in appearance.
- All students must be clean, neat and free of odor.
- Perfumes, colognes, aftershave lotions, and other strong fragrances are not permitted while in uniform.
- Deodorant must be unscented or mild, unless prescription deodorant is required.
- Vaping and/or smoking in uniform is not permitted.
- Drinking alcoholic beverages while in uniforms is forbidden.
- Unprofessional language or actions while in uniform, class or clinical are unacceptable and can be grounds for disciplinary action and/or a recommendation for dismissal from the course/program.
- Chewing gum is not permitted while participating in lab, simulation, clinical and/or community service activities.
- Beards, mustaches and sideburns, if worn, must be neat, closely trimmed and meet facility policy for client safety.

The dress code may be modified during maternity, pediatrics, psychiatric, surgical or community rotations as authorized by the course/program faculty.

When assigned to a clinical agency where the uniform is not required, the following guidelines apply:

- Street clothes – no jeans, tee shirts, tank tops, spaghetti straps, sweatshirts, provocative

clothing, damaged or soiled clothing or stenciled writing are permitted

- No sandals, flip flops or beach type footwear are permitted.
- The same jewelry and tattoo regulations (above) apply.
- Students shall be required to display their course/program name tag, and have the College issued ID on their person.
- Hair will be neat and simply styled. Long hair must be secured with an appropriate band or device.

Faculty and staff may ask students not meeting the dress and appearance code to change into clothing that meets the code, and/or dismiss them from the educational/service engagement/opportunity.

Dismissal will be counted as an absence, and may result in additional disciplinary action.

#### Lab Assignment/Schedule

Lab assignments/scheduling in all tracks are contingent upon faculty availability and lab availability. Lab assignments may include day, evening and/or weekend rotations and possibly nights. Students are advised to plan accordingly.

#### Lab Attendance and Progression

Attendance in lab sessions is mandatory. Students are required to adhere to the attendance policy outlined in the syllabus, meet all lab objectives, complete required assignments, and adhere to professional behavior to receive a satisfactory grade for lab.

#### Lab Grading

For lab components embedded within a nursing theory/didactic course, the clinical will be graded based on a satisfactory – unsatisfactory method. For a stand-alone lab course, the lab will be graded using a letter grade method.

#### Lab Hours

Students must complete a minimum number of lab hours in their respective track to be eligible to successfully complete and/or graduate from their respective Nursing Education Program and sit for the certification/licensure exam - (i.e. Certified Nurse Aide, Healthcare Technician/Nurse Aide, NCLEX-PN, NCLEX – RN, etc.).

Lab hours include performing psychomotor skills, care for simulated patients and/or community service in the lab, healthcare facility and/or community settings under direct supervision and also may include simulation hours while performing the roles of the registered nurse.



Students are required to attain the indicated number of lab hours in each course to be eligible to progress to the next semester, as applicable. Any student who falls below the required lab hours in their course and/or in any semester will not be eligible to progress to the next course and will receive a clinical failure.

### Make-up Lab Defined

When lab hours are affected due to student circumstances (such as but not limited to calling out sick, being sent home because of illness/inability to meet essential functional abilities, tardy regulations) then Make-up lab hours could be a consideration (see eligibility criteria below).

A No call/No show to lab does not fall in this category.

- Make-up lab hours may not be able to be provided during the semester they occur in.
- Make-up lab will be scheduled dependent on the availability of lab faculty/staff and the availability of lab sites.
- Student(s) will receive an “incomplete” for the course in the event the make-up lab hours are to be provided during the subsequent semester.
- Make-up lab will be assigned to the student(s) and the scheduled make-up lab date/time will be considered a regularly scheduled lab and follow the regulations and requirements for lab as per the syllabus.
- If the student does not attend the scheduled Make-up lab date/time then they forfeit the opportunity, which can result in a lab failure/course failure.

The student must meet all of the following criteria to be eligible for Make-up lab hours:

- The student cannot exceed a specified number of lab hours for Make-up. The maximum number of lab hours that can be Make-up will be stipulated in the course syllabus.
- The student must be successfully meeting all of the Student Learning Outcomes/Lab Objectives at the time of the scheduled make-up Lab.
- When the theory and lab portions are embedded within one course, the student must be passing the theory portion with a “C” or better.
- Students with a lab failure are not eligible.
- Students with a No Call No Show are not eligible.

### **Simulation Policies and Procedures**

It is important to note that most, if not all simulation activities are included in lab requirements, and the grade may be tallied with lab grades to inform the students overall lab grade, and may be

factored to a course overall grade when the lab/simulation components are embedded within a nursing theory/didactic course.

#### Simulation Attendance and Progression

Attendance in simulation is mandatory. Students are required to adhere to the attendance policy outlined in the syllabus, meet all simulation objectives, complete required assignments, and adhere to professional behavior to receive a satisfactory grade for simulation.

#### Simulation Assignment/Schedule

Simulation assignments/scheduling in all tracks are contingent upon faculty availability and simulation availability. Simulation assignments may include day, evening and/or weekend rotations and possibly nights. Students are advised to plan accordingly.

#### Simulation Attendance and Progression

Attendance in simulation sessions is mandatory. Students are required to adhere to the attendance policy outlined in the syllabus, meet all simulation objectives, complete required assignments, and adhere to professional behavior to receive a satisfactory grade for simulation.

#### Simulation Grading

For simulation components embedded within a nursing theory/didactic course, the clinical will be graded based on a satisfactory – unsatisfactory method. For a stand-alone simulation course, the simulation will be graded using a letter grade method.

#### Simulation Hours

Students must complete a minimum number of simulation hours in their respective track to be eligible to successfully complete and/or graduate from their respective Nursing Education Program and sit for the certification/licensure exam - (i.e. Certified Nurse Aide, Healthcare Technician/Nurse Aide, NCLEX-PN, NCLEX – RN, etc.).

Simulation hours include performing psychomotor skills, care for simulated patients and/or community service in the simulation, healthcare facility and/or community settings under direct supervision and also may include simulation hours while performing the roles of the registered nurse.

Students are required to attain the indicated number of simulation hours in each course to be eligible to progress to the next semester, as applicable. Any student who falls below the required simulation hours in their course and/or in any semester will not be eligible to progress to the next course and will receive a clinical failure.

#### Make-up Simulation Defined

When simulation hours are affected due to student circumstances (such as but not limited to calling out sick, being sent home because of illness/inability to meet essential functional abilities, tardy regulations) then Make-up simulation hours could be a consideration (see eligibility criteria below).

A No call/No show to simulation does not fall in this category.

- Make-up simulation hours may not be able to be provided during the semester they occur in.
- Make-up simulation will be scheduled dependent on the availability of simulation faculty and the availability of simulation labs/sites.
- Student(s) will receive an “incomplete” for the course in the event the make-up simulation hours are to be provided during the subsequent semester.
- Make-up simulation will be assigned to the student(s) and the scheduled make-up simulation date/time will be considered a regularly scheduled simulation and follow the regulations and requirements for simulation as per the syllabus.
- If the student does not attend the scheduled Make-up simulation date/time then they forfeit the opportunity, which can result in a simulation/lab failure/course failure.

The student must meet all of the following criteria to be eligible for Make-up simulation hours:

- The student cannot exceed a specified number of simulation hours for Make-up. The maximum number of simulation hours that can be Make-up will be stipulated in the course syllabus.
- The student must be successfully meeting all of the Student Learning Outcomes/Simulation Objectives at the time of the scheduled make-up simulation.
- When the theory and lab/simulation portions are embedded within one course, the student must be passing the theory portion with a “C” or better.
- Students with a lab/simulation failure are not eligible.
- Students with a No Call No Show are not eligible.

### **Clinical/Community Service Policies and Procedures**

Nursing Education Program students have a responsibility to learn and master academic theory, psychomotor skills, clinical care practices, and demonstrate the appropriate affective behaviors necessary to provide skilled and educated nursing care.

The clinical and/or community setting presents unique challenges and responsibilities while caring for persons in a variety of health care environments.

In certain instances, community service requirements are classified under the auspices of clinical hours and are counted to meet certain program requirements.

### A Code for Nursing Students

The Code for Nursing Students is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

- Advocate for the rights of clients
- Maintain client confidentiality;
- Take appropriate action to ensure the safety of clients, self, and others;
- Provide care for the client in a timely, compassionate and professional manner;
- Communicate client care in a truthful, timely and accurate manner;
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions;
- Promote excellence in nursing by encouraging lifelong learning and professional development;
- Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs;
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care;
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students;
- Encourage faculty, clinical staff, and peers to mentor nursing students;
- Refrain from performing any technique or procedure for which the student has not been adequately trained;
- Refrain from any deliberate action or omission of care in the academic or clinical setting

that creates unnecessary risk of injury to the client, self, or others;

- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization is obtained from clients regarding any form of treatment or research;
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment;
- Strive to achieve and maintain an optimal level of personal health;
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues;
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

### Assumption of Risk

All students are required to practice safely in the clinical and laboratory settings. Each student will read, understand and sign the Assumption of Risk form at the beginning of each semester denoting that the student assumes all of the risks inherent with clinical practice. This form will be maintained in the student's nursing education program file.

### Clinical Assignment

Clinical assignments in all tracks are contingent upon faculty availability and suitable clinical experiences. Clinical assignments may include day, evening and/or weekend rotations and possibly nights. Students are advised to plan accordingly.

### Clinical Attendance and Progression

Attendance in clinical is mandatory. Students are required to adhere to the attendance policy outlined in the syllabus, meet all clinical objectives, complete required assignments, and adhere to professional behavior to receive a satisfactory grade for clinical.

### Clinical Grading

For clinical components embedded within a nursing theory/didactic course, the clinical will be graded based on a satisfactory or unsatisfactory method. For a stand-alone clinical course, the clinical will be graded using a letter grade method. The clinical grade must be satisfactory for a student to pass the course. Clinical grades of unsatisfactory will result in course failure in accordance with the Nursing Education Program Policies, Procedures and/or Standards and the student will not be able to progress within their respective program until the course is completed successfully.

*(Please note: this is different from the College Policy and mitigating circumstances can be determined by the Director of Nursing).*

### Clinical Evaluation

Each student participating in a clinical internship/rotation will be evaluated in accordance with the Nursing Education Program policies, procedures and/or standards.

Each student will participate in a debrief and contribute to and be required to sign a clinical evaluation for each clinical internship/rotation for which they participate.

The faculty/staff member with oversight for clinical internship/rotation will add and/or forward (to the lead course faculty, and/or the Director of Nursing) the signed clinical evaluation form for inclusion in the student's Nursing Education Program and/or course file.

Each student will be provided a copy of the completed and signed clinical evaluation form within seven (7) business days of the clinical internship/rotation completion. In the event that provision of the form will be delayed beyond the seven (7) day period, the faculty member completing the form shall notify the student and copy the Director of Nursing providing notification of the delay, and the anticipated date of form provision.

Students may request a copy of the clinical evaluation form prior to the clinical internship/rotation so that they can better understand the evaluation process/criteria.

### Clinical Hours

Students must complete a minimum of 500 direct client care clinical hours to be eligible to graduate from the TNCC Nursing Program and sit for the licensure exam - (NCLEX - RN).

Students shall be responsible for tracking their clinical hours, by unit, location, shift hours, date and total hours. All students should be self-aware of their clinical hour status, completed and remaining requirements

Direct Client Care clinical hours include direct clinical hours performing care for patients either in the hospital or community settings under direct supervision and also may include simulation hours while performing the roles of the registered nurse.

Students are required to attain the indicated number of clinical hours in each course to be eligible to progress to the next semester. Any student who falls below the required direct client care clinical hours in any semester will not be eligible to progress to the next course and will receive a clinical failure.

Nursing Courses	Direct Client Care Hours Cumulative Total Required to Progress
NSG 100, NSG 200, NSG 106, NSG 130	45 hours by end of 1st-semester nursing
NSG 152, NSG 170	170 hours by end of 2nd semester nursing
NSG 210, 211	335 hours by end of 3rd semester nursing

NSG 270, NSG 230, NSG 252	500 hours by end of 4th semester nursing
Total Direct Client Care Clinical Hours required to graduate = 500 hours	

### Replacement Clinicals Defined

When clinical hours are affected by unforeseen college circumstances (such as but not limited to college delayed openings, college closings, unavailable clinical faculty) then clinical replacement hours will be provided.

- Every effort will be made to provide replacement clinicals during the semester they occur in.
- Replacement clinicals will be scheduled dependent on the availability of clinical faculty and the availability of clinical sites.
- Student(s) will receive an “incomplete” for the course in the event the replacement clinical hours have to be provided during the subsequent semester.
- Replacement clinicals will be assigned to the student(s) and the scheduled replacement date/time will be considered a regularly scheduled clinical and follow the regulations and requirements for clinicals as per the syllabus.
- If the student does not attend the scheduled replacement clinical date/time then they forfeit the opportunity, which can result in a clinical failure/course failure.
- Any student that does not attend the scheduled replacement clinical date/time will not be eligible to make-up that clinical time with a Make-up clinical.
- Precepting clinicals are unique to NSG 270 and delineated in their requirements in the course syllabus.

### Make-up Clinicals Defined

When clinical hours are affected due to student circumstances (such as but not limited to calling out sick, being sent home because of illness/inability to meet essential functional abilities, tardy regulations) then Make-up clinical hours could be a consideration (see eligibility criteria below).

A No call/No show to clinical does not fall in this category.

- Make-up clinical hours may not be able to be provided during the semester they occur in.
- Make-up clinicals will be scheduled dependent on the availability of clinical faculty and the availability of clinical sites.
- Student(s) will receive an “incomplete” for the course in the event the make-up clinical hours are to be provided during the subsequent semester.

- Make-up clinicals will be assigned to the student(s) and the scheduled make-up clinical date/time will be considered a regularly scheduled clinical and follow the regulations and requirements for clinicals as per the syllabus.
- If the student does not attend the scheduled Make-up clinical date/time then they forfeit the opportunity, which can result in a clinical failure/course failure.
- Precepting clinicals are unique to NSG 270 and delineated in their requirements in the course syllabus.

The student must meet all of the following criteria to be eligible for Make-up direct client care clinical hours:

- The student cannot exceed a specified number of direct client care hours for Make-up. No greater than 10% of the direct client care clinical hours or no more than the direct client care clinical hours associated with one clinical shift are needed to meet the required number of direct client care clinical hours for the respective course. The maximum number of direct client care clinical hours that can be Make-up will be stipulated in the course syllabus.
- The student must be successfully meeting all of the Student Learning Outcomes/Clinical Objectives at the time of the scheduled make-up clinical.
- When the theory and clinical portions are embedded within one course, the student must be passing the theory portion with a “C” or better.
- Students with a clinical failure are not eligible.
- Students with a No Call No Show are not eligible.

### Safe Clinical Practices

Safe clinical practice always includes, but is not limited to, the following behaviors:

Professionally practice within the boundaries of your role as a student in your respective nursing education program.

- Never exceed the scope of practice for your respective level of nursing education program.
- Never exceed the scope of your knowledge, skill, ability, and/or behavior for your current level of nursing education program progression (i.e. just because your program level will allow certain skills, if you have not been authorized to complete them in the clinical setting, do not perform the skill).
- Comply with all College policies and procedures for implementing nursing care.



- Comply with all Nursing Education Department and/or Program Specific standards, policies, procedures, and/or syllabi for implementing nursing care.
- Comply with all clinical healthcare system, agency, site, location, and/or unit policies and procedures for implementing nursing care.
- Prepare for clinical learning assignments according to course requirements and as determined by the specific clinical setting.
- Demonstrate the application of previously learned skills and principles in providing nursing care.
- Demonstrate the progression of skills, competence, and critical thinking.
- Promptly report significant patient information in a clear, accurate, and complete oral or written manner to the appropriate person(s).
- Perform/deliver effective interpersonal interactions with patients, peers, instructors, and health care team members.

#### Administration of Medications by Students in Clinical Practice

In the clinical setting, all medications will be administered in accordance with the policies of the clinical facility.

- No medication administration to be done first semester.
- Students will be supervised by the clinical faculty or preceptor when preparing and administering medications.
- Students may not administer blood, blood products, or chemotherapy.
- Students may not obtain nor witness informed consent.
- Students may not take verbal or telephone orders.

#### Transferring (Switching) Between Assigned Clinical Groups

Once a student has been assigned to a clinical group they are expected to remain in that group for the duration of the clinical rotation. Under no circumstances are students to remove/unenroll themselves in one section and add/enroll themselves in another section unless authorized to do so by the Director of Nursing.

Based on the availability of clinical faculty, the availability of clinical agency sites, and in an effort to provide a clinical environment conducive for learning, course faculty have the prerogative to reassign students to clinical, lab and/or simulation regardless of the students initial

and/or current assignment/registered section.

Students may not request to move to another clinical group to cover clinical absences. Mitigating circumstances must be approved by the Director of Nursing

### **Lab, Simulation and Clinical Electronic Device Policy**

Only professional behavior will be accepted in the lab, simulation, clinical and/or community service educational setting. Disruptive behavior may result in the student being dismissed from the educational setting, and may result in additional disciplinary action.

No children or family members are allowed in the lab, simulation, clinical and/or community service academic environment without prior permission of the Lead Course Faculty, clinical faculty/staff, and/or the Director of Nursing.

Students who are tardy will take the closest seat or wait for the break to enter the lab and/or simulation area to minimize disruption.

Students who are tardy to clinical and/or community service internships/rotations shall immediately report to the Lead Course and/or Clinical Faculty member/staff.

### Lab, Simulation and Clinical Electronic Device Policy

Personal electronic devices are permitted in the lab, simulation and/or clinical setting, in accordance with the law, College and Nursing Education Department, and/or the clinical/community service agency/facility policies, procedures and standards. Personal electronic devices brought into and/or used in the lab, simulation and/or clinical/community service educational setting will be the sole responsibility of the student, the College, Nursing Education Department, faculty, staff and/or their agents shall not professionally and/or personally responsible personal electronic devices.

It is expected that during clinicals and classes use of smartphones/tablets and other devices employed for personal communication and/or social media will be used only as authorized by faculty and facility policy.

No use of a personal phone for any reason is allowed at any time while in patient/client care areas.

- No pictures can be taken in the clinical facilities for any reason, without the permission of the Lead Course Faculty/staff and/or the clinical faculty/preceptor.
- Photographs of patient information with or without identifiers visible is a violation of HIPAA guidelines.
- At NO time shall patients/clients and/or anyone else be videotaped, photographed or voice recorded.

- Violation of patient/client privacy with an electronic device is considered a violation of the Nursing Education Program's HIPPA procedures/guidelines and consequences.

If it is determined that a student willfully violates this policy, and has used the device, or attempted to use the device in a manner that supports academic dishonesty, the student may be disciplined in accordance with College and Nursing Education Department academic dishonesty policies, procedures, and/or standards.

### Cell Phones and Smart Watches

Cell phones, smart watches, and/or pagers are to be placed on vibrate, silence mode, and may not display any flashing lights when an alert, notification, and/or incoming call is received. Cell phones must be stowed and silenced on the student's person in a non-conspicuous location. Students who are found in violation of this policy will forfeit the privilege of using the device and may be asked to leave the classroom.

Students may not accept, nor make phone calls, send text messages and/or engage in the use of social media in the presence of patients/clients, their family, and/or during procedures.

When a student must engage in a phone call and/or text message, they must request permission and find a discreet and private/semi-private location to conduct their personal business.

Smart watches shall be silenced and not have any audio-visual notification that may disrupt the provision of care.

**Smart watches used in clinical must have the ability to display, and be set to display an analog face with a sweeping seconds hand. When this face is not available, students must have a watch with a sweeping seconds hand.**

If it is determined that a student willfully violates this policy, and has used the device, or attempted to use the device in a manner that supports academic dishonesty, the student may be disciplined in accordance with College and Nursing Education Department academic dishonesty policies, procedures, and/or standards.

Only emergency telephone calls or notifications shall be answered and/or acknowledged while in in the lab, simulation and clinical setting. When a telephone call must be answered and/or made, the student shall discreetly and politely excuse themselves so as to accept and/or initiate a phone call outside of the learning environment.

***At no time shall a cell phone, smart watch, or other personal communication device be used for audio and/or video recording without following the aforementioned audio and video recording policies above.***

## **College Notifications, Closure, Emergency Procedure Communication**

The students College (email.vccs.edu) serves as the student's official email of record, and will be used for all student communications. Students are required to check this email regularly. Students are NOT encouraged to forward their College email to other email servers. Any loss of communication between servers is the student's responsibility and students will be held to the information shared/conveyed via their College email address. College closings and other alerts may be shared via the students College email; however, students are also encouraged to sign-up for text notifications (OmniAlert) through the College's website.

## **Health, Wellness and Medical Care**

### American with Disabilities Act (ADA)

Students who have a documented disability, are encouraged to register with College's Office of Disability Support Services. Students are encouraged to refer to, and review the information in the College's [Student Handbook](#) for additional information. It is the student's responsibility to provide their IAP (Instructional Accommodations Plan) to course faculty. IAP's are not retroactive. Students must meet the essential functional abilities with or without accommodation to be admitted to or continue their studies in one or more (their respective) of the College's Nursing Education Program(s).

### Pregnancy

While it is recognized that pregnancy is a normal condition, there are certain legitimate concerns regarding the pregnant student. If there are limitations, they must be documented. Pregnant students are required to meet all the Essential Functional Abilities without restrictions to remain in clinicals. (See Essential Functional Abilities). Should delivery or hospitalization occur while actively enrolled, the student must submit a medical release provided by the physician prior to resuming classes and/or clinical.

### Health Status Change Policy

When matters concerning the student's health require medical and or obstetrical intervention, a statement from the attending healthcare provider may be required by the Director of Nursing recommendations regarding lab, simulation and/or clinical participation before the student resumes attendance. Students with changes in health status that may require accommodation shall establish contact with the College's Office of Disability Support Services. Failure to provide this documentation may result in unsuccessful clinical performance.

### Infection Control and Blood Borne Pathogens (BBP)

Students must wear personal protective equipment any time they are in contact with a patient.

A. Exposure to blood should be minimized.

- When the possibility of exposure to blood or other body fluid exists, gloves are recommended. When hand washing facilities are not available, an antiseptic hand cleanser in conjunction with clean cloth/paper towels or antiseptic wipes will be used. When antiseptic hand cleansers or wipes are used, hands shall be washed with soap and running water as soon as feasible.
- Students will wash their hands immediately or as soon as feasible after the removal of gloves or other personal protective equipment.
- Students shall wash hands on any other skin with soap and water, or flush mucous membranes with water immediately or as soon as feasible following the contact of such body areas with bodily fluids or other potentially infectious materials.
- Contaminated needles and other contaminated sharps shall not be bent, recapped, or removed. Shearing or breaking of contaminated needles is prohibited.
- Immediately or as soon as possible after use, contaminated reusable sharps shall be placed in appropriate containers until properly processed. These containers shall be:
  - Puncture resistant; and
  - Labeled or color-coded in accordance with this standard; and
  - Leak proof on the sides and bottom.
- Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of occupational exposure.
- Food and drink shall not be stored in an area where bodily fluids or other potentially infectious materials are present.
- All procedures involving bodily fluids or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering, and generation of droplets of these substances. When there is a risk of eye or mouth contamination (for example, the patient is vomiting bloody material or there is arterial bleeding), protective eye wear and masks are recommended.
- Specimens of bodily fluids or other potentially infectious materials shall be placed in a container which prevents leakage during collection, handling, processing, storage, transport, or shipping.
- Equipment which may become contaminated with bodily fluids or other potentially infectious materials shall be examined and decontaminated as necessary, unless decontamination of such equipment or portions of such equipment is not feasible.

#### B. Personal Protective Equipment (PPE)

- Students must receive the three immunization Hepatitis B series. There is no vaccine for Hepatitis C or HIV. Some facilities may require students to have and/or to have initiated the Hepatitis B series in order to schedule clinical shifts at their facility.
  - Students are encouraged to receive the Influenza immunization. Some facilities and/or agencies may require students to have the Influenza immunization in order to schedule clinical shifts at their facility.
  - Students are encouraged to receive the COVID immunization. Some facilities and/or agencies may require students to have the COVID immunization in order to schedule clinical shifts at their facility.
  - Students will use appropriate PPE necessary to protect them from likely exposure to Other Potentially Infectious Materials (OPIM). The equipment should be chosen specifically for the hazardous task; i.e., gloves, gowns, booties, and eye protection for when splashing may occur and/or N-95 mask.
  - In the event a Blood borne Pathogen (BBP) exposure be suspected or known to have occurred the following procedure must be observed:
    - First aid and proper wound cleansing must occur immediately without delay. If possible, wound cleansing should be done within seconds of exposure. The wound should be flushed with water (and soap if available) for 5-10 minutes. Eye contamination should be flushed for 15-30 minutes continuously. The location of hand and eye washing stations must be reviewed with all at-risk students and readily available for use.
  - **See also the Dress and Appearance Code section of this document**
- C. Needles and other sharp objects should be considered as potentially infectious and shall be handled with extraordinary care.
- D. Needles should **NOT** be recapped (**students shall NOT recap needles**). If it becomes necessary to recap a needle, a licensed, experienced faculty and/or staff member shall recap the needle using an appropriate and “safer” technique. Needles syringes and broken vials should be immediately placed in a puncture-proof “sharps” container after use.
- E. Pocket masks with one-way valves or positive pressure ventilators should be used for artificial respiration. Masks should be worn by the Nursing Education Program students and/or patients for those infectious agents known to be transmitted by the airborne route (i.e., tuberculosis, chicken pox, measles, etc.).
- F. Sufficient information should be obtained to determine if a patient may have active tuberculosis (TB); recent history of TB, HIV infection, fever, recent weight loss or cough. A surgical mask should be placed on patients with a history suggestive of active TB unless the mask would compromise the patient’s respiratory effort/status. In circumstances where a surgical mask appears to make or might make the patient’s breathing worse, the pre-hospital personnel should wear surgical masks. Ventilation should be maximized in the patient compartment during transport of patients known to have active TB.

G. Equipment should be thoroughly cleaned after each use. Disposable equipment should be considered for use whenever appropriate.

### **Needle Stick and/or Other Injury/Illness on Campus**

In the event of a needle stick or other injury/illness on campus, the following protocol shall to be followed:

Notify the course lead faculty, and/or nearest faculty/staff member immediately.

**(IN CASE OF EMERGENCY, DO NOT DELAY DIALING 9-1-1 IMMEDIATELY AND OBTAINING AN AED AS APPROPRIATE)**

Immediate care must be initiated where the incident occurred and the student should cooperate with the faculty and/or staff providing assistance.

In cases of injury/illness (other than non-emergent needle sticks), notify Campus Police immediately.

Contact the Director of Nursing. If the Director of Nursing cannot be contacted, contact Campus Police 24/7 at 757-879-3649 and ask them to contact the “Duty Officer.” The Duty Officer is a Nursing Education and/or other College Allied Health/Public Safety Educator who will begin to work through the situation and initiate the required protocols. Students and/or faculty do not have to provide any additional information and do not have to notify the Program Head/Director of the potential exposure. However, if no notification is made to the aforementioned personnel, the College, its employees, volunteers, and/or agents, as well as those of the healthcare agency and/or facility may not be responsible for the students immediate, short and/or long-term health.

**Any cost associated with the incident will be the responsibility of the student, or the clinical site/agency. Students are required to carry current health insurance or complete the insurance declination form for this purpose.**

- Any puncture of the skin by a needle or other sharp object that has never been in contact with bodily fluids shall be handled as follows:

Immediate provide comfort care as necessary and appropriate.

If the item(s) is impaled, immediately request emergency assistance and provide comfort care as necessary and appropriate.

If the affected individual agrees that they do not require and/or refuses care, treatment and/or transport (if recommended), the affected individual shall email the course lead faculty and/or supervising faculty/staff member with a brief description of the incident and the steps taken to provide/receive assistance, and their refusal of additional care, treatment, and/or transport (as appropriate).

The course lead faculty and/or supervising faculty/staff member shall email the Director of Nursing with a brief description of the incident and the steps taken to

provide/receive assistance, and the disposition of the situation/incident.

### **Exposure/Suspected Exposure Procedures**

In the event of exposure or suspected exposure to a pathogen, the following protocol shall to be followed:

Notify the agency/facility staff and the clinical preceptor immediately.

Immediate care must be initiated where the incident occurred and the student should cooperate with the facility/agency staff and follow their exposure or suspected exposure reporting, testing and treatment policies and procedures.

Contact the Director of Nursing. If the Director of Nursing cannot be contacted, contact Campus Police 24/7 at 757-879-3649 and ask them to contact the “Duty Officer.” The Duty Officer is a Nursing Education and/or other College Allied Health/Public Safety Educator who will begin to work through the situation and initiate the required protocols. Students and/or faculty do not have to provide any additional information and do not have to notify the Program Head/Director of the potential exposure. However, is no notification is made to the aforementioned personnel, the College, its employees, volunteers, and/or agents, as well as those of the healthcare agency and/or facility may not be responsible for the students immediate, short and/or long-term health.

**Any cost associated with the incident will be the responsibility of the student, or the clinical site/agency. Students are required to carry current health insurance or complete the insurance declination form for this purpose.**

Significant exposure is defined as the following:

- Any puncture of the skin by a needle or other sharp object that has had contact with patient’s blood or body fluids or with fluids infused into the patient.
- Blood spattered onto mucous membranes (e.g. mouth) or eyes.
- Contamination of open skin (cuts, abrasions, blisters, open dermatitis) with blood, vomit, saliva, amniotic fluid or urine. Bite wound to providers would be included in this category.

### Emergency Medical Treatment Policy

Emergency medical treatment for injuries and illnesses which may occur during clinical time shall be provided by the clinical facility. Treatment must be covered by the student's own health care plan or personal resources.

### Mental Health Awareness

Allied health careers can provide a challenging, sometimes rewarding, and nearly always



stressful career. Preventing burnout by remaining mentally healthy is as important to staying in this career as maintaining physical health.

Sometimes even routine problems can cause more stress than we can manage. This is especially true in the student environment, where you are experiencing emergency services stress, the stress of being a student, possible financial strain, and the strain of not having enough time to yourself, or to spend with family members. One way to help reduce this stress is to talk to someone you trust: your instructor, preceptor, a fellow student, or your spouse or significant other.

If at any time during the class or your involvement with one or more of the College's Nursing Education Programs, you feel as though a simulation, clinical, lab, experience, or other event has adversely affected you, please contact your preceptor, instructor, lead faculty member, the Director of Nursing and/or student services immediately.

### Critical Incidents

As an allied health patient advocate and caregiver, you often encounter events that would overwhelm the average person. You and your peers have built up strong emotional defenses to these events. A critical incident is an event that has the emotional power to overcome your coping abilities. Some typical critical incidents are:

- Line of duty death
- Serious injury to a coworker/student
- Mass Casualty Incident
- Suicide of coworker/student
- Traumatic injury or death of children
- Serious injuries to children
- Victims that are known to you

If you are involved in a critical incident, you may be invited to a Critical Incident Stress Debriefing (CISD), if one is conducted. Your preceptor will contact you if there is a debriefing scheduled.

A CISD is not a performance critique. Instead, it serves to walk providers through the incident, concentrating on their thoughts and feelings during and after the incident. Time is also spent discussing any stress reactions that may be occurring, and assuring providers that such reactions are NORMAL. Providers are also taught some methods of managing these stress reactions. Attendance at Critical Incident Stress Debriefings is strongly suggested for any student(s) who have been involved in a critical incident and have been invited to participate in the CISD.

Any student who is demonstrating a significant signs and/or symptoms of stress may be

dismissed from clinical shifts by their preceptor, instructor and/or the Director of Nursing until he/she is cleared by a mental health professional. All clinical hours required for successful program completion must be completed by the student.

### **Health Insurance Portability and Accountability Act (HIPAA) Policy**

Maintaining confidentiality is an integral part of nursing practice. Federal regulations guide the scope of practice of health care workers to safeguard protected health information (PHI) through the Department of Health and Human Services and the Health Insurance Portability and Accountability Act (HIPAA). Protected Health Information is defined by Health and Human Services to mean demographic and health information that makes the individual identifiable. This information includes but is not limited to names, addresses, date of birth, social security or medical records numbers.

As a student in the Thomas Nelson Community College Nursing Program, you are required to learn about and abide by the health information privacy requirements HIPAA. All clinical agencies require that students are trained and familiar with the HIPAA regulations.

Students who violate HIPAA requirements may be subject to disciplinary action, which could lead to dismissal from the program.

The following guidelines are to be followed by students and faculty:

- Maintain confidentiality by only sharing Protected Health Information (PHI) with those who are considered individuals who need to know.
- When you need to discuss PHI, hold conversations in private areas where others cannot hear the conversation.
- Shared PHI, which is no longer necessary to maintain in approved shredding bins, if shredding bins are not available, destroy the document before disposal.
- Do not use patient names, date of birth, medical record number or social security numbers on any written course or clinical assignments.
- Do not share PHI with family members, peers or those individuals who are not directly involved with care of the patient.
- Information shared during the clinical day and pre/post conference is not to be shared outside of the conference area and cannot be discussed outside of the clinical setting (i.e. home, work, other public settings)
- Students may not access any electronic health records outside of the assigned clinical facility.
- Students may not leave/save any patient, family, faculty, clinical facility or student

information on any open access desktop or hard-drive.

- PHI is not to be left open in public areas.
- PHI (medical record) is not to leave the clinical site.
- Computer screens and electronic health records with PHI are not to be left unattended, students are expected to log out before leaving the workstation.
- Students are not allowed to share their personal login or password information.
- PHI and even descriptions of clinical cases should never be shared or addressed over electronic communications including email, text and social media (i.e. Facebook, Twitter, etc).
- No chart copies or computer-generated printouts with PHI shall be removed from the facility.
- No PHI shall appear on written work or on any papers carried by the student, nor should this PHI be included in any conversation outside the educational environment or with those not involved in the clinical experience.
- Students are expected to use headsets for access to all narrated content.
- No PHI should ever be available to the public, including your families.
- PHI should not be included in clinical examples used during teaching sessions.

### **Social Media Policy**

“Social networks and the internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse’s career, but also the nursing profession.”

The purpose of this policy is to provide guidelines for the appropriate use of and conduct on social media sites. Examples of social media include but are not limited to Wikipedia, blogs, microblogs, wikis, virtual worlds, Facebook, MySpace, YouTube, Twitter, Snapchat, Instagram, TikTok, and/or Flickr, etc. Once you become a student in one of the College’s Nursing Education Programs, your public visibility options on social media may change. You are subject to scrutiny by a wider audience, including future employers.

- Do not post confidential or sensitive information about the College or its community affiliates including patients, other students, faculty or staff.

- No pictures of any kind should be taken while wearing your College Nursing Uniform, without the permission of the Course Lead Faculty, Clinical Faculty, and/or the Director of Nursing.
- Do not post comments or use language that could reflect poorly on you, the College, or the Nursing Education Program/Course. Students who participate in social networking represent not only themselves but also the College and the Nursing Education Program.
- Think before you post.
- Conduct yourself professionally at all times in all social settings, virtual or otherwise.
- Use privacy settings when appropriate.
- You do not have college permission to use the College name, logo or brand.
- You do not have permission to discuss faculty, clients or other students.
- You do not have permission to use images of the Nursing Education Program, the College or any faculty, staff or other students without authorization from the Director of Nursing.
- You do not have permission to conduct research, surveys, and/or solicit information on behalf of, or insinuate through appearance and/or written communication that it is on behalf of the College, or any of its instructional units, departments, programs and/or courses.
- What you write, post or display is your responsibility, and so are any repercussions.

Social media activities should not interfere with faculty, staff and/or student work/course commitments.

Information published on social media sites should comply with the College's Nursing Education Program confidentiality (protected/confidential information) policies.

Faculty, staff and/or students are personally responsible for the content they publish online, whether in a blog, social media site or any other form of user-generated media. Be mindful that what you publish will be public for a long time—protect your privacy and take care to understand a site's terms of service.

If you publish content online relevant to the College and/or the College's Nursing Education Program in your personal capacity, you are encouraged to use a disclaimer such as this: "The postings on this site are my own and don't necessarily represent Thomas Nelson Community College's and/or the Nursing Education Program's positions, strategies or opinions."

Be respectful to the College and the Nursing Education Program, your faculty members, college

staff, clinical affiliates, colleagues, and the general public.

Respect copyright, fair use and financial disclosure laws.

Only members of Thomas Nelson Community College and/or authorized Nursing Education Program students/staff who are assigned the responsibility to be spokespersons are authorized to act as spokespersons on behalf of the Thomas Nelson Community College and/or the Nursing Education Program on any topic in any forum or in response to any inquiry.

Even if your social media activities take place completely outside of class, as your personal activities should, what you post can reflect on your professionalism and the program.

Students shall not post anything that is false, misleading, obscene, defamatory, profane, discriminatory, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or entity.

Ensure that you respect others' privacy. Third party Web sites and blogs that you link to must meet our standards of propriety. Be aware that false or defamatory statements or the publication of an individual's private details could result in legal liability for the College and/or the Nursing Education Program.

Faculty, staff and/or students who violate the Nursing Education Program social media policy may be subject to disciplinary action up to and/or including program dismissal.

Additionally, faculty, staff and/or students are legally responsible for individual postings and may be subject to liability if individual postings are found to defamatory, harassing, or in violation of any other applicable law.

Faculty, staff and/or students may be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.)

#### ANA's Principles for Social Networking

- Nurses must not transmit or place online individually identifiable patient information.
- Nurses must observe ethically prescribed professional patient-nurse boundaries.
- Nurses should understand that patients, colleagues, institutions, and employers may view postings.
- Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
- Nurses should bring content that could harm a patient's privacy rights or welfare to the attention of appropriate authorities.
- Nurses should participate in developing institutional policies governing online conduct.

### Six Tips to Avoid Problems

- Remember that standards of professionalism are the same online as in any other circumstance.
- Do not share or post information or photos gained through nurse-patient relationships.
- Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
- Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
- Do not take photos or videos of patients on personal devices, including cell phones.
- Promptly report a breach of confidentiality or privacy.

### Potential Consequences

Potential consequences for inappropriate use of social and electronic media may be reported to the Board of Nursing (BON). The laws outlining the basis for disciplinary action by a BON vary between jurisdictions. Depending on the laws of a jurisdiction, a BON may investigate reports of inappropriate disclosures on social media by a nurse on the grounds of: unprofessional conduct, unethical conduct, moral turpitude, mismanagement of patient records, revealing a privileged communication, and breach of confidentiality. If the allegations are found to be true, the nurse may have disciplinary action by the BON, including a reprimand or sanction, assessment of monetary fine or temporary fine, or temporary or permanent loss of licensure.

[American Nurses Association Retrieved from [www/nursingworld.org](http://www/nursingworld.org) & National Council of State Boards of Nursing (2011). White paper: a nurse's guide to the use of social media. Retrieved from [www.ncsbn.org](http://www.ncsbn.org)].

All of these principles apply to nursing students. The nursing faculty adhere to the professional standards of the nursing profession and will discipline any nursing student who fails to adhere to the policies, procedures and/or standards outlined within this handbook.

### Use of College Information System Technology

Nursing Education Program faculty, staff and/or students have no reasonable expectation of privacy when using College and/or clinical affiliate owned or provided devices or networks. The Nursing Education Program reserves the right to monitor use of its devices or networks, including but not limited to Internet access and social media use; to retrieve data from third party service providers paid by the College; and to shut down, without prior notice, any College sponsored social media platform for any reason, and to delete content on its social media sites without providing a reason or notification at its sole discretion. The College further reserves the right to block access from its networks and assets to any internet site at its sole discretion as permitted by applicable law.

Any software or other downloads on College equipment or devices must comply with College Information Technology (IT) guidelines, licensing compliance and protections against viruses, spyware, malware or other threats to College information technology systems.

### **Use of the College/Program Seal, Logo, Name**

Faculty, staff and/or students must request permission from the Dean of the Public Safety, Allied Health and Human Services Instructional Unit requesting the use of the College Seal, Logo, Name, Common Abbreviation, Program Seal/Logo and/or their likeness. Unauthorized use could constitute violations of copyrights and/or trademarks that may be on file.

This policy is not in place to deter prohibit, and/or deny fundraising opportunities, cohort moral/pride, cohort and/or program apparel, etc. This policy is in place to ensure that the use of these logos, names, likenesses, etc. are used with permission, and in a manner that promotes the mission, vision and values of the College, programs, and our students, faculty and staff. This process also ensures that copyright and trademark infringement does not inadvertently occur.

### **Authorization to Test (Certification/Licensure)**

Nursing Education Program requirements mandate that the Director of Nursing (Department/Program Head/Chair) and/or the Program Coordinator (Program Lead) of the student's respective program validate appropriate program completion in all domains and aspects of the student's respective program and complete documentation attesting to the student's terminal competency and authorization to test.

The Director of Nursing (Department/Program Head/Chair) and/or the Program Coordinator (Program Lead) in consultation with the Director of Nursing may decline to grant terminal competency and authorization to test if a student is under current and/or pending disciplinary action, has not completed all course/program requirements successfully, has outstanding work, incomplete documentation, incomplete program requirements, outstanding obligations to the College, has not demonstrated successful completion of any portion of the program, did not demonstrate continued and improving progression on benchmark assessments, psychomotor assessments, and/or clinical patient care.

It is possible that a student may successfully complete all courses; however, not be granted authorization to test for certification/licensure.

## Appendices

### Appendix A - Glossary

**Admission:** The term used for prospective nursing students who are selected to participate in one or more of the College's Nursing Education Programs.

**Alcohol:** is defined to include any substance with the potential to produce the effects of intoxication and/or behavior which may impair a student's ability to safely and efficiently perform in the clinical or classroom environment.

**Assessment:** In the Nursing Education Program, the term assessment may be used when referencing educational evaluative and measurement tools, or as a procedure performed on a patient to evaluate medical history and/or current signs and symptoms of injury and/or illness.

Nurse educators use a variety of strategies to assess and evaluate student learning in the classroom, laboratory, and clinical settings, as well as in other domains of learning. To utilize assessment and evaluation strategies effectively, the nurse educator should:

- use current literature to develop evidence-based assessment and evaluation practices
- use various strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
- implement evidence-based assessment and evaluation strategies that are appropriate for the learner and learning goals
- use assessment and evaluation data to enhance the teaching-learning process
- provide timely, constructive, and thoughtful feedback to learners
- demonstrate skill in the design and use of tools for assessing clinical practice.

In education, the term assessment refers to the wide variety of cognitive (written), psychomotor (skills) and/or affective (behavior) methods and/or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, and/or educational needs of students. Assessments are typically designed to measure specific elements of learning, e.g., the level of knowledge that a student already has about the concept or skill the teacher is planning to teach, or the ability to comprehend and analyze different types of texts and readings. While assessment can take a wide variety of forms in education, the following descriptions provide a representative overview of a few major forms of educational assessment that will or may be used in the College's Nursing Education Program.

#### Assessment Domains

- Cognitive Assessment (Written/Computer-based) - Cognitive Assessments are



typically written and/or computer based, test, quizzes and/or exams which include questions designed to assess candidates' potential to recall various forms of information and/or to apply various forms of information through the use of their cognitive abilities to solve complex problems which may include, but not be limited to the use of quantitative aptitude questions, language proficiency tests, learning agility assessments, critical thinking and or rationalization questions, mathematical equations, and/or attention-to-detail questions, and/or to help students acquire and/or measure the acquisition of new knowledge in their respective program of study.

- Psychomotor Assessment (Skill Demonstration) - psychomotor assessments are test that assesses the subject's ability to perceive instructions and perform motor responses often including measurement of the speed of the reaction. Psychomotor assessments may require a wide range of actions involving physical movement related to conscious cognitive processing. Psychomotor learning is demonstrated by physical skills performance such as movement, coordination, manipulation, dexterity, grace, strength, speed and/or actions which demonstrate the fine or gross motor skills, such as use of precision instruments, tools, and/or equipment.
- Affective Assessment (Behavior/Professionalism) – affective assessments typically involve the analyzation of the student's values, attitudes, professionalism and behaviors. It includes, in a hierarchy, an ability to listen, to respond in interactions with others, to demonstrate attitudes or values appropriate to particular situations, to demonstrate balance and consideration, and at the highest level, to display a commitment to principled practice on a day-to-day basis, alongside a willingness to revise judgment and to change behavior in the light of new evidence. Affective assessments are typically related to a student's demeanor, performance, and professionalism in the classroom, but often, in the lab, simulation and/or clinical setting.

Assessment Types (other types of assessment[s] may be used)

- Pre-assessments are typically administered before students begin a lesson, unit, course, or academic program. Students are not necessarily expected to know most, or even any, of the material evaluated by pre-assessments—they are generally used to (1) establish a baseline against which educators measure learning progress over the duration of a program, course, or instructional period, or (2) determine general academic readiness for a course, program, grade level, or new academic program that student may be transferring into.
- Formative assessments are typically considered in-process evaluations of student learning that are typically administered multiple times during a unit, course, or academic program. The general purpose of formative assessment is to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly.

- Summative assessments are typically used to evaluate student learning at the conclusion of a specific instructional period—typically at the end of a unit, course, semester, program, semester or academic year. Summative assessments may be graded quizzes, tests, exams, assignments, and/or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.
- Interim assessments may be used to evaluate where students are in their learning progress and may serve as predictors regarding the student’s performance on future assessments, such as standardized tests (HESI and/or NCLEX), end-of-course exams, and other forms of “summative” assessment. Interim assessments are usually administered periodically during a course, semester or program.

**Associate of Applied Science Degree:** Associate of Applied Science (AAS) degrees generally are not designed for transfer, but students can increase the transferability of selected applied degree programs by substituting transfer courses where appropriate to meet program requirements. Programs with the AAS designation are normally designed for students seeking training and will move directly into the workforce. The credit range for AAS programs is 60-69, including nursing. For other programs in the Health Sciences, the credit range is 60-72 semester hour credits.

**Asynchronous Learning:** Learning and instruction that do not occur in the same place or at the same time.

**Background Check:** A detailed check of an applicant's background which must be passed prior to admittance into the Nursing Program. Part of the overall health/safety requirements which are verified by CastleBranch.

**Career Studies Certificate:** A career studies certificate program is defined as a program of study of not less than 9 nor more than 29 semester credit hours which may include courses numbered 10-299. Career studies certificate programs are not required to include general education.

**Certificate:** A certificate program is defined as a curriculum of study less than two years in length that consists of a minimum of 30 and a maximum of 59 semester credit hours. Certificate curricula may include any appropriate courses numbered 10-299. A minimum of fifteen percent (15%) of a certificate’s credit hour requirement shall be in general education. The general education requirements must include one (1) three (3) credit hour English class.

**Certified Nurse Aide (C.N.A.):** A certification typically received upon successful completion of a C.N.A. program and successful completion of a Nurse Aide Certification/Licensure Exam; credits do not transfer for the purposes of a four-year nursing degree.

**Clinical Facility:** Location where clinical internship/rotations are scheduled.

**Clinical Internship/Rotation:** Direct, hands-on, planned learning activities with patients across

the lifespan, interaction with the interprofessional team, and interaction with the patient's family and friends that are sufficient and appropriate to achieve the end-of-program student learning outcomes, program outcomes, and/or role-specific professional competencies, and are overseen by qualified faculty who provide feedback to students in support of their learning.

**Competent:** having the necessary and sufficient ability, knowledge, skill, and experience to do something successfully and/or achieve a purpose.

**Complaints and Grievances:** A formal, written allegation against a nursing program, typically expressed as a written, signed statement. Complaints and/or grievances are defined by the nursing education unit and/or the governing organization.

**Accredited:** The status of public recognition that a nationally recognized accrediting agency grants to an institution or educational program that meets the agency's established requirements.

**Accreditation:** The voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality.

**Articulation:** Articulation in the context of education refers to the process of comparing the content of courses transferred between post-secondary institutions such as colleges and universities. This is also known as course articulation. Course articulation is the process by which one institution matches its courses or requirements to course work completed at another institution.

**Certification:** The process by which an organization, association, voluntary agency, or state regulatory agency grants recognition that an individual possesses predetermined knowledge and/or skills specified for practice in an area of specialization.

**Curriculum Integrity:** Demonstration of the soundness of a nursing program of study that develops from the mission/philosophy in an organized manner across a sequence of courses. The mission/philosophy and selected professional standards, guidelines, and competencies result in the faculty identifying end-of-program student learning outcomes that are specific and measurable.

**Curriculum Rigor:** Demonstration there is progression of knowledge, skills, and behaviors throughout a curriculum and that the curriculum is appropriately challenging for the level of contemporary nursing practice for which the program is preparing graduates.

**Disciplinary Action:** are sanctions and outcomes imposed when any student violates the College, Program, facility rules, regulations, policies, procedures and/or standards.

**Distance Education:** Instructional methods that may include but are not limited to one-way or two-way transmissions, audio, video, the Internet, and/or computer technologies.

**Drugs:** are defined to include any substance with the potential to produce the effects of intoxication and/or behavior which may impair a student's ability to safely and efficiently

perform in the clinical or classroom environment.

**Drug Screen:** A drug screen (also known as a drug test) is the collection and analysis of blood, urine, hair, or saliva to detect the presence of the chemicals and contaminants left behind in the body due to drug and/or alcohol use. A drug screen may also be used to detect performance-enhancing drugs sometimes used by professional athletes such as steroids and HGH. The Nursing Education Program is reaffirming a position of no tolerance for conduct associated with drug and alcohol use/abuse that in any way jeopardizes patient safety or pursuit of excellence in professionalism and nursing education. Students must refrain from any use/abuse of alcohol outside the clinical or classroom which adversely affects a student's performance in the clinical setting or classroom, or adversely affects or threatens the interests of their respective Nursing Education Program of study.

**Due Process:** A disciplined, analytical decision-making procedure in which relevant standards are applied by a properly constituted and authorized body, using a method that is based on published rules of procedure and is free of improper influence.

**Faculty (Adjunct):** Persons who teach and/or evaluate nursing students, have an appointment that is less than a full-time status at the governing organization, and whose current primary workload responsibilities are teaching and/or evaluating students in a nursing program. See definition of Nurse Administrator and Nursing Program Coordinator.

**Faculty (Full-Time):** Persons who teach and/or evaluate nursing students, have a full-time employment status at the governing organization, and whose current primary workload responsibilities are teaching and/or evaluating students in a nursing program.

**Health Requirements:** Health and safety requirements that must be met as a condition for continued participation in the Nursing Program.

**Instructional Technology:** The methods and delivery systems used by faculty to convey course content to students.

**Lab Instructor or Laboratory Personnel:** are trained, credentialed and qualified educators who support/facilitate student learning experiences in a skills/simulation laboratory.

**Licensed Practical Nurse (L.P.N.):** A license typically received upon successful completion of an L.P.N. program; credits do not transfer for the purposes of a four-year nursing degree. LPMs must successfully complete a National Licensure examination, i.e. NCLEX-PN.

**Licensure:** The process by which a governmental agency gives affirmation to the public that the individuals engaged in an occupation or profession have minimal education, qualifications, and competence necessary to practice in a safe manner.

**Location:** Sites where a nursing program is delivered, in whole or part, including the main location, off-campus instructional sites, and branch campuses.

**Matriculation:** the action or process of matriculating (that is, enrolling) or the state of being matriculated at the College. In the Allied Health and/or Nursing Education Program, the term matriculate is used to describe the acceptance and/or movement from one Allied Health and/or Nursing Education Programs to another within the College. This differs from the term Articulation because articulation is the same process; however, between the College and a different college or university.

**Methods of Delivery (Modality):** The methods used by faculty to deliver instruction of a nursing course.

Traditional Education – An educational method of delivery of nursing courses in which instruction occurs when a student and instructor are physically in the same place at the same time (e.g., face-to-face). This method of delivery may be web-enhanced/supported.

Distance Education – An educational method of delivery of nursing courses in which instruction occurs when a student and instructor are not physically in the same place. Instruction may be synchronous or asynchronous. Distance education uses one our more distance technology to support regular and substantive interactions between the instructor and students.

Hybrid Education – An educational method of delivery of nursing courses in which instruction occurs using both distance and traditional education methods of delivery. Hybrid education, regardless of the percentage of the traditional education time it replaces, is considered a form of distance education by the ACEN.

**Patient/Client:** A general term used to describe the recipients of nursing care, including an individual, family, group, or population.

**Mentored:** A formal or informal process through which a more experienced individual advises, guides, and/or coaches another individual who is less experienced or is transitioning to a new position or employment setting.

**Nurse Aide:** State Statute of the Commonwealth of Virginia defines a Certified Nurse Aide as a person who meets the qualifications specified in the Code of Virginia and whom is certified by the Virginia Board of Nursing, having successfully completed an approved Nurse Aide Education Program. Nurse aide is typically the certification/licensure below that of Practical Nurse or Licensed Practical Nurse. See also Certified Nurse Aide.

**Off-Campus Instructional Site:** Any location that is physically apart from the main campus of the governing organization where a nursing program is offered in whole or part and is not a branch campus. See definition of Branch Campus, which is not an off-campus instructional site.

**Practical Nursing Program:** an approved education program providing prelicensure education at the practical nurse level of licensure. Practical Nursing or Licensed Practical Nursing is typically the certification/licensure level below that of Professional or Registered Nurse.

**Practice Learning Environments (Simulation and Lab):** Settings that facilitate students'

application of knowledge, skills, and behaviors in the care of patients/clients and support the end-of-program student learning outcomes and program outcomes consistent with the scope of practice for which the nursing program is preparing graduates. Settings include, but are not limited to, on-campus skills laboratories, acute-care and specialty hospitals, long-term care facilities, ambulatory care centers, physician offices, community and home health care, and on-campus laboratory with low-fidelity, moderate-fidelity, and high-fidelity simulation.

**Practice Learning Experiences (Clinical):** Opportunities for students to provide nursing care in a variety of settings/practice learning environments that support the end-of-program student learning outcomes and program outcomes consistent with the scope of practice for which the nursing program is preparing graduates.

**Preceptor:** An academically and experientially qualified person who has received formal training to function as a resource and role model for nursing students. When specified, preceptors must meet the stated requirements for the level of nursing education offered. Examples include, but are not limited to, requirements set by a state regulatory agency for nursing or requirements set by the governing organization/nursing education unit.

While a student may have input into identifying preceptors, it is the responsibility of the nursing program faculty/leaders to identify and arrange for preceptors and to ensure all students have preceptors.

**Pre-Nursing:** A program of student for students who desire to enter into the Nursing program but have not yet met the qualifications of the Pre-Licensure Professional Nursing Program.

**Prerequisite Course:** A course that is required prior to enrolling in another course.

**Preceptee:** A student who is assigned to a preceptor.

**Preceptor:** An academically and experientially qualified person who has received formal training to function as a resource and role model for nursing students.

**Professional Nursing Program:** an approved education program providing prelicensure education at the registered nurse level of licensure. At the College, this program is aligned as an Associate of Applied Science Degree (AAS) in Professional Nursing – Registered Nurse, also known as an Associate Degree of Nursing (ADN).

**Program Lead:** A faculty member assigned limited administrative and a range of coordinating responsibilities to assist the Director of Nursing in the fulfillment of the goals of a specific nursing education program to help ensure that the end-of-program student learning outcomes and program outcomes are met.

**Readmission:** The process by which an accepted nursing education program student, who meets the readmission requirements is authorized to restart, resume and/or continue their educational program after an adverse incident and/or event, i.e. course failure, leave of absence, etc.

**Simulation:**

High-fidelity simulation: Practice learning experiences that incorporate a full-body computerized patient simulator, which mimics the patient's responses to student's actions.

Mid-fidelity simulation: Practice learning experiences that incorporate a computerized patient simulator with basic physiologic functions, such as computer-based self-directed learning systems.

Low-fidelity simulation: Practice learning experiences that use static mannequins or task-trainers for basic nursing skills.

Virtual simulation: Practice learning experiences that are computer-generated simulations with virtual (e.g., three dimensional images) patients and/or care environments for the development of nursing knowledge and skills.

**Skills/Simulation Laboratory:** An on-campus setting designed to look, feel, and/or function as a real-world practice learning environment, offering real-world practice learning experiences that may include the use of low-fidelity, mid-fidelity, and/or high-fidelity simulation equipment.

**Staff:** Non-faculty personnel who facilitate the attainment of the goals and outcomes of a nursing education unit, including clerical and other support persons.

**Student:** a person formally engaged in learning, especially one enrolled in a school or college. In this context, student is referenced as one who is accepted and enrolled in one or more of the College's Nursing Education Programs.

**Synchronous Learning:** Learning and instruction that occur at the same time and in the same place.

## **Appendix B – US Department of Education Statement for Nursing Programs**

Pursuant to United States Department of Education (US DOE) regulation 34 CFR 668.43 (a) (5) (v), Thomas Nelson Community College, Associate Degree in Nursing (ADN) program provides the following information for all prospective and current students:

The Thomas Nelson Community College ADN program meets all Virginia Board of Nursing requirements for pre-licensure nursing education programs in the Commonwealth of Virginia. In addition, the Thomas Nelson Community College ADN program meets all requirements for nationally recognized accreditation by the Accrediting Commission for Education in Nursing.

The Commonwealth of Virginia participates with 32 other states in the National Council of State Boards of Nursing (NCSBN) National Licensing Compact (NLC) to allow nurses licensed in one state to provide nursing care across state lines in other compact states. The Uniform Licensing Requirements (ULRs) are found at: [https://www.ncsbn.org/NLC\\_ULRs.pdf](https://www.ncsbn.org/NLC_ULRs.pdf).

States currently in the NLC are found at: <https://www.ncsbn.org/nlcmemberstates.pdf>. Prospective and current students are strongly encouraged to evaluate all state requirements in jurisdictions where they intend to practice nursing. A list of all state requirements is found at: <https://www.ncsbn.org/14730.htm>.

Thomas Nelson Community College has not determined if the ADN program meets the requirements of any other states.

This statement serves to meet the USDOE regulation until further notice.



### Appendix B – Healthcare Technician Career Studies Certificate Requirements

Course	Course Credit Hrs	Didactic Contact Hrs	Lab Contact Hrs	Clinical Contact Hrs	Simulation Contact Hrs
ENG 111 - Composition I	3	45			
SDV 100 or 101 Success/Orientation	1	15			
EMS 100 CPR for Healthcare Providers	1	15			
HCT 101 – Healthcare Technician I	3	45			
HCT 102 – Healthcare Technician II	3	32	96		
HCT 110 – Therapeutic Communication in the Healthcare Setting	3	45			
HCT 196 – On-Site Training	1			60	20
PSYCH 230 - Developmental Psychology or HLT 228 – Principles of Public Health	3	45			
<b>Curriculum total</b>	<b>18</b>	<b>142</b>	<b>69</b>	<b>60</b>	<b>20</b>

### Appendix C – Practical to Professional Nursing Bridge Career Studies Certificate

Course	Course Credit Hrs	Didactic Contact Hrs	Lab Contact Hrs	Clinical Contact Hrs	Simulation Contact Hrs
<b>Semester 1</b>					
BIO 141 - Anatomy & Physiology I	4	45	45		
ENG 111 - Composition I	3	45			
PSYCH 230 - Developmental Psychology	3	45			
SDV 100 or 101 Success/Orientation	1	15			
HLT 230 – Principles of Nutrition and Human Development	3	45			
BIO 142 - Anatomy & Physiology II	4	45	45		
<b>Semester Total</b>	<b>18</b>	<b>240</b>	<b>90</b>	<b>0</b>	<b>0</b>
<b>Semester 2</b>					
BIO 150 - Microbiology	4	45	45		
NSG 115 – Healthcare Concepts Transition	4	45	45		
NSG 200 – Health Promotion and Assessment	3	30	45		
<b>Semester Total</b>	<b>11</b>	<b>135</b>	<b>135</b>	<b>119</b>	<b>6</b>
<b>Curriculum total</b>	<b>29</b>			<b>500</b>	<b>33</b>

**Appendix D – Professional Nursing (AAS) Degree Credit Requirements**

Course	Course Credit Hrs	Didactic Contact Hrs	Lab Contact Hrs	Clinical Contact Hrs	Simulation Contact Hrs
<b>To Be Completed Before Applying to the Professional Nursing Program</b>					
BIO 141 - Anatomy & Physiology I	4	45	45		
ENG 111 - Composition I	3	45			
HLT 230 - Principles of Nutrition and Human Development	3	45			
PSY 230 - Developmental Psychology	3	45			
SDV 100 or 101	1	15			
<b>Semester Total</b>	<b>14</b>	<b>195</b>	<b>45</b>	<b>0</b>	<b>0</b>
<b>Semester 1</b>					
BIO 142 - Anatomy & Physiology II	4	45	45		
NSG 100 - Intro to Nursing Concepts	4	45		40	5
NSG 106 - Competencies for Nursing Practice	2	15	45		
NSG 130 - Professional Concepts	1	15			
NSG 200 - Health courses & Assessment	3	30	35	3 (health screening)	
<b>Semester Total</b>	<b>14</b>	<b>150</b>	<b>125</b>	<b>43</b>	<b>5</b>
<b>Semester 2</b>					
BIO 150 - Microbiology	4	45	45		
NSG 152 - Health Care Recipient	3	30		45	
NSG 170 - Health/Illness Concepts	6	60	10	74	6
<b>Semester Total</b>	<b>13</b>	<b>135</b>	<b>55</b>	<b>119</b>	<b>6</b>
<b>Semester 3</b>					
CST 100 - Principles of Public Speaking (3 credits) or CST 126 - Interpersonal Communication (3 credits)	3	45			
NSG 210 - Health Care Concepts I	5	45		84	6
NSG 211 - Health Care Concepts II	5	45		84	6
<b>Semester Total</b>	<b>13</b>	<b>135</b>	<b>0</b>	<b>168</b>	<b>12</b>
<b>Semester 4</b>					
NSG 230 - Advanced Professional Nursing Concepts	2	30			
NSG 252 - Complex Health Care Concepts	4	60			
NSG 270 - Nursing Capstone	4			170	10
PHI 220 - Ethics	3	45			
<b>Semester Total</b>	<b>13</b>	<b>135</b>	<b>0</b>	<b>170</b>	<b>10</b>
<b>Curriculum total</b>	<b>67</b>			<b>500</b>	<b>33</b>

## **Appendix E - Content Disclaimer**

The College and the Nursing Education Program provides its web site, catalog, handbooks and any other printed materials and/or electronic media/publications for your general guidance. The College does not guarantee that the information contained within them, including, but not limited to, the contents of any page that resides under the DNS registration of [www.TNCC.edu](http://www.TNCC.edu), and/or the associated social media sites of the College and/or College Instructional Units, and College Departments/Programs are up-to-date, complete and accurate, and individuals assume any risks associated with relying upon such information without checking other credible sources, such as a student's academic program advisor or a member of the counseling office, and/or contacting the appropriate instructional unit/department/program. In addition, a student's or prospective student's reliance upon information contained within these sources, or individual program catalogs or handbooks, when making academic decisions does not constitute, and should not be construed as, a contract with the College. Further, the College reserves the right to make changes to any provision or requirement within these sources, as well as changes to any curriculum or program, whether during a student's enrollment or otherwise.

Links for references to other materials and web sites provided in the above-referenced sources are also for information purposes only and do not constitute the College's endorsement of products or services referenced.

## **Appendix F – Modification of Education Delivery, Program, Requirement**

The College and the Nursing Education Program reserves the right to modify, alter, and/or changes the program/course modality, published curricula sequence, program/course delivery, and/or sequence of material, assessment, clinical internships, program course/requirements, clinical, lab, simulation, and/or didactic hours, course times, and course/clinical locations, or other changes, as necessary and appropriate.

When changes occur, all currently enrollment Nursing Education Program students will be notified of the change(s), as quickly as possible.

Examples of situations that could necessitate one or more of the above referenced changes may include, but not be limited to; loss of facility (classroom, lab, simulation area, clinical site, etc.), emergency situation (immediate and/or long-term – fire, threat, natural or human-caused disaster, public health emergency, pandemic, etc.), faculty/staff illness, contagious/infectious disease/virus outbreak, unsafe condition, inclement weather, or other situation that may necessitate modification, alteration, and/or other change(s) to schedule, delivery, location, etc.



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Public Safety, Allied Health and Human Services Division • Nursing Education Department

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