

**VIRGINIA WESTERN
COMMUNITY COLLEGE**



**Associate of Applied Science Nursing
Program**

**First Year
STUDENT HANDBOOK
2018-2019**

**Virginia Community College System
Common Curriculum: Concept Based Nursing**

Review and Approval:

Dean of Health Profession: Carole Graham, May 2018

Institutional Effectiveness: Rachelle Koudelik-Jones, May 2018

Nursing Faculty Review: Completed, April 2018

Updated Version: December, 2018

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INTRODUCTION

This Handbook presents information and policies of the Associate of Applied Science in Nursing Program (AAS Nursing Program). All enrolled students are subject to the current handbook. You will be asked to sign a statement annually that verifies you have read its contents and agree to comply with the conditions contained herein while a student in the AAS Nursing Program.

It is important to understand a career in nursing requires discipline, mature behavior, a professional attitude, and responsible decision making. Flexibility in meeting the needs and demands of the AAS Nursing Program will be required on your part. Prepare for unexpected changes that may require adjustments to your personal schedule in order to meet program requirements. Clinical or class hours scheduled during evenings, nights or weekends are possible.

If you have challenges, please do not hesitate to consult your nursing faculty advisor or course instructors for assistance. Nursing program faculty are committed to helping you acquire the necessary knowledge, skills and attitudes to become a competent nurse. We look forward to working with you in the accomplishment of your educational goals.

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Table of Contents

| | |
|---|-----------|
| INTRODUCTION | 4 |
| Full Time Faculty Contacts | 5 |
| Mission for the Concept Based Curriculum | 9 |
| Philosophy - Concept Based Curriculum | 9 |
| Shared Beliefs | 9 |
| Nursing Profession Code of Ethics | 9 |
| Student Learning Outcomes for the Concept Based Curriculum | 10 |
| End of Program Outcomes | 10 |
| Accreditation/Approval | 11 |
| Expected Qualities for Success | 11 |
| Physical Functioning..... | 11 |
| Cognitive Skills..... | 12 |
| Psycho/Social Skills..... | 12 |
| Concept Based Curriculum | 12 |
| Advanced Placement for LPN's: LPN to AAS Nursing Program Bridge | 14 |
| LPN to AAS Nursing Bridge Curriculum..... | 15 |
| Estimated Costs of AAS Nursing Program | 16 |
| Virginia Board of Nursing (VBON) Statutes and Regulations | 16 |
| National Council Licensure Exam for Registered Nurses (NCLEX-RN) | 16 |
| Student Resources | 17 |
| Computer Lab | 17 |
| Nursing Practice Lab | 17 |
| Student Printing/copying | 17 |
| Academic Link | 17 |
| Disability Services/ Accommodations for Learning | 18 |
| Nursing Student Records | 18 |
| Nursing Club | 19 |
| Nursing Program Policies and Procedures | 19 |
| Academic Progression | 19 |
| Math Competency Exam | 20 |

| | |
|---|------------------|
| Grading, Course Sequence and Retention Policies | 21 |
| Clinical Evaluation and graded clinical work | 21 |
| Grading Scale for NSG Classes..... | 22 |
| Student Documentation | 23 |
| Attendance Policy..... | 23 |
| Tardiness..... | 24 |
| Test Review Policy | 24 |
| Kaplan Focused/Integrated Review Tests..... | 25 |
| Annual Review for NCLEX-RN | 25 |
| APA Documentation | 25 |
| Social Media Policy | 26 |
| Grievance Policy and Procedure | 26 |
| Student Conduct..... | 26 |
| Background Checks and Employment Verification | 26 |
| Drug Screening..... | 27 |
| Add/drop Courses | 28 |
| Course Failure..... | 28 |
| Readmission Procedure | 28 |
| Tuition Refund | 29 |
| Communication..... | 29 |
| Name/Address or Phone Number Change | 29 |
| Faculty Office Hours..... | 30 |
| Student-Faculty Advising | 30 |
| Inclement Weather..... | 30 |
| Clinical During Inclement Weather | 30 |
| Recommendation/ References Requests..... | 30 |
| Gifts | 31 |
| Health Insurance/Injury..... | 31 |
| Professional Liability Insurance | 31 |
| Professionalism..... | 31 |
| <i>Clinical, NSL, Simulation Lab Policies and Requirements</i> | <i>32</i> |
| Clinical Rotations..... | 32 |
| Post Exposure Management Procedure-Clinical | 32 |

| | |
|---|------------------|
| Event Reporting | 33 |
| Clinical Health Requirement | 33 |
| <i>Nursing Skills Lab (NSL), and Simulation Lab</i> | <i>34</i> |
| Lab Guidelines for NSL and Simulation..... | 34 |
| Clinical Skills Check-Off..... | 34 |
| Nursing Skills Lab Grade..... | 35 |
| Nursing Skills Lab Final..... | 35 |
| Policy for Use of Nursing Supply Kit | 35 |
| Simulation Lab..... | 35 |
| <i>Clinical, NSL, Simulation Lab Dress Code</i> | <i>36</i> |
| <i>Confidentiality and Health Insurance Portability and Accountability Act (HIPAA)</i> | <i>38</i> |
| Penalties for HIPAA Violation | 38 |
| <i>List of Common Abbreviations</i> | <i>39</i> |
| <i>Disclaimers and Acknowledgements</i> | <i>40</i> |
| <i>Appendix A</i> | <i>42</i> |
| Level 1 Clinical Evaluation Tool..... | 42 |
| Level 2 Clinical Evaluation Tool..... | 45 |
| Level 3 Clinical Evaluation Tool..... | 48 |
| Level 4 Clinical Evaluation Tool..... | 51 |
| <i>Appendix B</i> | <i>54</i> |
| Individual Clinical/Laboratory Plan..... | 54 |

Mission for the Concept Based Curriculum

The mission of the Virginia Western nursing program is to provide affordable, community access to quality nursing education. The Virginia Western nursing program prepares 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.

Philosophy - Concept Based Curriculum

The Virginia Western 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.

Shared Beliefs

AAS Nursing Program faculty are dedicated to improving the health of our community through development of future nurses who are distinguished as safe, competent professionals, dedicated to the highest standards of care. Faculty believe in the potential of adults to learn and master new knowledge. To that end, faculty engage students in classroom, lab, and clinical settings to help students apply and master new knowledge, necessary to prepare them for the nursing profession. Faculty believe lifelong learning is required of all nurses who have stewardship in the care of our community. Students are encouraged to acquire a firm educational foundation for practice that continues throughout their careers from novice to expert nurses.

Nursing Profession Code of Ethics

The profession of nursing requires students and graduates to provide quality, safe, nursing care while adhering to ethical obligations unique to the profession. The AAS Nursing Program recognizes and adheres to the American Nurses Association Code of Ethics for Nurses

(2015). Students of the program are expected to be familiar with, and abide by the code. For detailed information, visit the American Association of Nurses website at www.nursingworld.org.

The code of ethics document can be accessed at <http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html>

Student Learning Outcomes for the Concept Based Curriculum

Students will be able to:

1. Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.
2. Practice safe nursing care that minimizes risk of harm across systems and client populations.
3. Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.
4. Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of lifelong learning.
5. Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
6. Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.

End of Program Outcomes

Virginia Western is committed to the overall excellence of its AASN program through the following end-of-program outcomes:

1. Kaplan Testing and Clinical Evaluation methodologies will demonstrate that Virginia Western AAS Nursing students have achieved each end of program student learning outcome (EPSLO).
2. Virginia Western AAS Nursing program will attain a National Council Licensure Examination-Registered Nurse (NCLEX-RN) ***pass rate of 80% on the first attempt.***
3. Virginia Western AAS Nursing program will demonstrate a program ***completion rate of at least 65%*** within one and one-half times the program length following nursing program matriculation.
4. Virginia Western anticipates that ***90% of graduates seeking employment will acquire nursing employment within six months of graduation.***

Accreditation/Approval

This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

The Virginia Western AAS Nursing program is approved by the Virginia Board of Nursing.

Expected Qualities for Success

The following lists of abilities/qualities, with or without reasonable accommodation, are necessary for success in the Nursing Program. Reasonable accommodation is a modification or adjustment that enables an otherwise qualified individual with a disability to have the opportunity to attain the same level of performance or to enjoy equal benefits and privileges that are available to a similarly situated individual without a disability. A reasonable accommodation is defined on a case-by-case basis and must take into consideration:

1. Specific abilities and functional limitations of the individual
2. Specific functional requirements of the nursing program

Reasonable accommodations are directed toward providing an equal educational and/or employment opportunity for the disabled individual while providing for the safety of the individual, patient, and agency staff.

Physical Functioning

- Tolerate sitting, standing, bending, reaching, stooping, and walking for long periods of time
- Lift, carry, push, pull, or support objects, extremities or persons: i.e., during ambulation, transferring from bed to chair, turning, moving and lifting patients in bed, supporting arms or legs
- During treatments or procedures and lifting children onto chairs, beds, scales or examining tables. (50 – 100 lbs. occasionally, 25 – 50 lbs. frequently and 10 – 25 lbs. constantly).
- Moving efficiently enough to meet the needs of several patients in a timely fashion.
- Demonstrate motor coordination and manual dexterity required to handle and operate equipment (i.e., wheelchairs, beds, IV pumps, blood pressure cuffs, computer keyboard, syringes), open packages and perform procedures.

- Accurately hear physiological and environmental sounds, i.e., lung sounds, heart rate, blood pressure, bowel sounds, infusion pump alarms, etc.
- Accurately distinguish colors, odors, body language and body alignment, i.e., skin color, drainage, nonverbal communication, and position of a person.
- Maintain optimal physical well-being.

Cognitive Skills

- Accurately calculate basic algebraic equations required to determine exact medication dosages, solutions, IV drop rates and IV flow rates.
- Collect and interpret data for purposes of planning and evaluation of patient care.
- Accurately and efficiently interpret and communicate information in English, both written and spoken. For example:
 - responding to physician's orders;
 - reading and recording information;
 - directing assistive staff.
- Organize, prioritize and plan work in a logical sequence.

Psycho/Social Skills

- Cope effectively while working in a stressful environment using patience, tact and flexibility.
- Communicate therapeutically and effectively with others.
- Respect persons of diverse cultural, religious and ethnic backgrounds.
- Demonstrate caring, empathy, accountability, honesty, and a neat, clean professional appearance.
- Maintain an alert level of consciousness and orientation to time, place and person at all times.
- Maintain optimal mental well-being

Concept Based Curriculum

The AAS Nursing Program follows the VCCS common nursing curriculum utilizing 49 different concepts in four semesters of nursing courses. The curriculum flows from simple to complex concepts and covers health and illness, client recipient, and professional nursing concepts with integration of lifespan across the curriculum. The table below illustrates the sequence of courses required in the curriculum.

Students may access detailed course descriptions through the college's course catalog at <http://catalog.virginiawestern.edu/>

| Course Number | Course Title | Theory Hours (1:1) | Skills Lab Credit/ Clock Hours (1:3) | Clinical Credit/ Clock Hours (1:3) | Total Course Credit |
|------------------------|--|--------------------|--------------------------------------|------------------------------------|---------------------|
| Prerequisites | | | | | |
| BIO 141 | Human Anatomy & Physiology I | 3 | 1 (45 clock hours) | | 4 |
| ENG 111 | Composition I | 3 | | | 3 |
| PSY 230 | Developmental Psychology | 3 | | | 3 |
| SDV 101* | Introduction to Health Professions | 2 | | | 2 |
| First Semester | | | | | |
| Bio 142 | Human Anatomy & Physiology II | 3 | 1 (45 clock hours) | | 4 |
| NSG 100 | Introduction to Nursing Concepts | 3 | | 1 (45clock hours) | 4 |
| NSG 106 | Competencies for Nursing Practice | 1 | 1 (45 clock hours) | | 2 |
| NSG 130 | Professional Nursing Concepts | 1 | | | 1 |
| NSG 200 | Health Promotion and Assessment | 2 | .78 (35 clock hours) | .12 (10 clock hours) | 3 |
| Second Semester | | | | | |
| BIO 150 | Microbiology | 3 | 1 (45 clock hours) | | 4 |
| NSG 152 | Health Care Participant | 2 | | 1 (45clock hours) | 3 |
| NSG 170 | Health/Illness Concepts | 4 | .3(10 clock hours) | 1.7 (80 clock hours) | 6 |
| Third Semester | | | | | |
| Elective** | See below | 3 | | | 3 |
| NSG 210 | Health Care Concepts I | 3 | | 2 (90clock hours) | 5 |
| NSG 211 | Health Care Concepts II | 3 | | 2 (90clock hours) | 5 |
| Fourth Semester | | | | | |
| NSG 230 | Advanced Professional Nursing Concepts | 2 | | | 2 |
| NSG 252 | Complex Health Concepts | 4 | | | 4 |
| NSG 270 | Nursing Capstone | 0 | | 4 (180 clock hours) | 4 |
| PHI 220 | Ethics | 3 | | | 3 |

Nursing courses include 90 lab contact hours and 540 clinical and simulation direct care hours.
Total Required Credits for AAS Nursing Program Degree: 65 Credits
Credit hour definition as followed by Virginia Western can be found at the following site
<https://www.viriniawestern.edu/about/policies/I-20.php>
* or previously, SDV 100 for 1 credit and SDV 101 for 1 credit.
** ENG 112 (College Comp II), SOC 200 (Principles of Sociology), or HLT 230 (Principles of Nutrition and Human Development)

Advanced Placement for LPN's: LPN to AAS Nursing Program Bridge

The LPN to RN Bridge Program is designed to grant advanced placement to LPNs who have been admitted to the Virginia Western Community College Associate of Applied Science Nursing Degree program and meet prerequisite requirements. This program is designed to recognize the common competencies of nurses and to bridge the difference between LPN and RN knowledge base and to allow these students to finish the AAS Nursing courses within a 12 month period.

Students who are LPNs are required to complete at least 16 hours of general education courses before beginning the LPN to RN nursing classes. The length of this track depends on the amount of time needed to complete the general education courses. The nursing courses can be completed in one year.

Students who meet the eligibility requirements for the advanced placement option will take NSG 115, NSG 200, and BIO 150 in the summer term and then be eligible to take the sophomore level courses and graduate within one (1) academic year with an AAS in Nursing degree. At the successful completion of the summer semester of the LPN to RN bridge, the student will be awarded credit for NSG 115 (including an additional 125 clinical hours as permitted by VBON), NSG 100, NSG 106, and NSG 130.

Additionally, the advanced placement option is available only to students who possess an unrestricted Virginia LPN license. Maintenance of a valid license is required throughout application and enrollment in the AAS Nursing program. Failure to maintain licensure and/or failure to report a change in licensure status will result in immediate dismissal from the AAS Nursing program. The advanced placement option is not available to applicants who are part of the Virginia Healthcare Monitoring Program.

LPN to AAS Nursing Bridge Curriculum

| Course Number | Course Title | Theory Hours (1:1) | Skills Lab Credit/Clock Hours (1:3) | Clinical Credit/Clock Hours (1:3) | Total Course Credit |
|--|--|--------------------|-------------------------------------|-----------------------------------|---------------------|
| Prerequisites | | | | | |
| BIO 141 | Human Anatomy & Physiology I | 3 | 1 (45 clock hours) | | 4 |
| BIO 142 | Human Anatomy & Physiology 2 | 3 | 1 (45 clock hours) | | 4 |
| PSY 230 | Developmental Psychology | 3 | | | 3 |
| ENG 111 | Composition I | 3 | | | 3 |
| SDV 101 | Introduction to Health Professions | 2 | | | 2 |
| | | | | | |
| Semester 1 (Summer) | | | | | |
| Bio 150 | Microbiology | 3 | 1 (45 clock hours) | | 4 |
| NSG 115 | Healthcare Concepts for Transition | 3 | 1 (45 clock hours) | 1 (45 clock hours) | 5 |
| NSG 200 | Health Promotion and Assessment | 2 | .78(35 clock hours) | .12(10 clock hours) | 3 |
| Semester 2 (Fall) | | | | | |
| Elective** | See below | 3 | | | 3 |
| NSG 210 | Health Care Concepts I | 3 | | 2 (90clock hours) | 5 |
| NSG 211 | Health Care Concepts II | 3 | | 2 (90clock hours) | 5 |
| Spring Semester | | | | | |
| NSG 230 | Advanced Professional Nursing Concepts | 2 | | | 2 |
| NSG 252 | Complex Health Concepts | 4 | | | 4 |
| NSG 270 | Nursing Capstone | 0 | | 4 (180 clock hours) | 4 |
| PHI 220 | Ethics | 3 | | | 3 |
| <p>Per Virginia Board of Nursing, LPN students will be awarded 150 clinical hours due to licensure. *Credit hour definition as followed by Virginia Western can be found at the following site https://www.virginiawestern.edu/about/policies/I-20.php ** ENG 112 (College Comp II), SOC 200 (Principles of Sociology), or HLT 230 (Principles of Nutrition and Human Development</p> | | | | | |

**Successful completion of NSG 115 includes 11 credits and 125 clinical hours.*

Estimated Costs of AAS Nursing Program

Students enrolled in the AAS Nursing Program have costs associated with enrollment and program progression that exceeds tuition. Expenses change based on tuition increases, costs of textbooks and learning resources, venter fees associated with background checks and drug screening, immunizations, uniforms, and supplies. Students are also required to maintain health insurance at their own expense while in the nursing program. Students may access detailed estimates of current student expenses at

<http://www.viriniawestern.edu/academics/health/nursing/cost.php>

Virginia Board of Nursing (VBON) Statutes and Regulations

The Virginia Board of Nursing (VBON) requires a background check and fingerprinting when applying for nursing licensure. VBON reserves the right to deny licensure to any applicant who has ever been convicted, pled guilty or nolo contendere to the violation of any federal, state or other statute or ordinance constituting a felony or misdemeanor. This may also include any applicant who has a mental, physical or chemical dependency condition that could interfere with his/her ability to safely practice nursing. For more information, visit Virginia Board of Nursing guidance document 90-55 at <https://www.dhp.virginia.gov/nursing/guidelines/90-55CriminalConvictions.doc>. For additional information about statutes, regulations, nursing scope of practice, and legal definitions for nurses, visit the board of nursing website at:

<https://www.dhp.virginia.gov/nursing/leg/Chapter%2030%20Nursing.doc>.

Successful completion of the AAS Nursing program does not guarantee licensure or eligibility to practice nursing. All successful graduates are subject to application of licensure rules and fees as set forth by the Virginia Board of Nursing.

National Council Licensure Exam for Registered Nurses (NCLEX-RN)

Upon successful completion of the AAS Nursing program course of study, students will be eligible to take the NCLEX-RN leading to licensure. Registration for NCLEX-RN is a two-step process that begins with application to the Virginia Board of Nursing (VBON) and ends with registration with Pearson VUE through the National Council of State Boards of Nursing (NCSBN). Fees are required for both steps. Please visit NCSBN website for specific requirements/ information at <https://www.ncsbn.org/nclex-application-and-registration.htm>.

Tutorials and candidate bulletin information can be found at <https://www.ncsbn.org/1213.htm>.

Student Resources

Computer Lab

The computer labs are quiet areas for computer use and individual study. Assignments may require students to access computer resources in preparation for class or Nursing Skills Lab (NSL). Please leave the computer lab if you need to use your cell phone. Students wishing to congregate for study groups or socializing are encouraged to use designated areas on campus. The college has several other computer labs for student use. The Guidelines and Policies for Computer Use at Virginia Western are available at www.viriniawestern.edu/iet/standards.php.

Nursing Practice Lab

Nursing Practice Lab is located HP 354. On specified days and times, it may be necessary to close the nursing practice lab for a nursing class or other events. The nursing practice lab provides computers, study areas, and equipment for skills practice. Students are required to leave the computer lab and practice equipment in order. Appropriately clothed mannequins should be in the bed, linens properly arranged, bed left in lowest, locked position. Failure to maintain an orderly space or any misuse or abuse of equipment will result in loss of access to computer/practice lab.

Student Printing/copying

Students are responsible for their own printing and copying. There are multiple printing kiosks located across campus. Location of printing kiosks and additional information can be found at <http://viriniawestern.edu/iet/tech4students/printing/index.php>. A black and white copier is available in Brown Library for student use; copies are 10¢ per page (copier only accepts correct change).

Academic Link

The [Academic Link](http://www.viriniawestern.edu/learning/index.php) connects students to academic success by providing the academic support that fosters the acquisition of the critical learning skills that make students better learners. The Link's free services include academic success coaching; one-on-one, group, and online tutoring; and math, science, and writing walk-in tutoring centers. Additional information on the Academic Link and other learning resources can be found at <http://www.viriniawestern.edu/learning/index.php>.

Disability Services/ Accommodations for Learning

Students with diagnosed/documentated learning or other disabilities are entitled to reasonable accommodations in the classroom, in accordance with the Americans with Disabilities Act. It is the responsibility of the student to meet with the faculty member and bring the appropriate form(s) from Office of Disability Services (ODS) to request accommodations. It is recommended that this meeting take place as early as possible in the semester to facilitate an optimal learning environment. Please contact the instructor after class or during office hours during the first weeks of the semester to discuss your needs.

Virginia Western is dedicated to the belief that all people should have an equal opportunity to develop and expand their skills and knowledge. The college does not discriminate based on race, color, religion, national origin, political affiliation, age, sex, or disability. The Office of Disability Services will assist in facilitating accommodations for all eligible students. For more information, call 540-857-7286 to schedule an appointment to speak with a Disability Counselor. Additional information:

<https://www.viriniawestern.edu/disability/accommodations.php>.

Nursing Student Records

The AAS Nursing Program at Virginia Western maintains student records according to Family Educational Rights and Privacy Act (FERPA) guidelines, VCCS and VBON regulations. Admission and academic files for current students are maintained in locked cabinets within a locked office, ensuring limited access. Current students who wish to access admission or academic files may email the program director to request access to their files. An appointment for record review with the program director or designated faculty will be granted within four weeks.

Student files for active courses are maintained by nursing faculty. Students wishing to review information in the course file must make this request to their course instructor through email. Faculty office hours may be utilized.

Students may not copy information from any test questions. Student access to tests is limited by the test review policy. A faculty member must be present during review of any record content.

Following completion or withdrawal from the program, all student records are maintained in the program file room for three years. Additional information can be found at:

<https://www.virginiawestern.edu/records/righttoprivacy.php>

In addition, all enrolled students are required to register with Castle Branch, a third party vendor, that tracks compliance with all students health requirements and any criminal record activity. Access to student virtual health records at Castle Branch is limited to members of the nursing administrative team. Each individual student must maintain and manage their own record to ensure compliance.

Nursing Club

The Virginia Western Community College Nursing Club provides opportunities for continuing personal and professional growth through community service, mentoring, and collegiality among students. Nursing Club works collaboratively with other Virginia Western clubs to enhance campus culture and improve student life. The Nursing Club is also responsible for planning, fundraising and organizing the graduating class pinning ceremony in collaboration with faculty/ club advisors.

Students meeting certain eligibility requirements may run for positions on the executive board as specified by club by-laws. Club by-laws are accessible to enrolled students through Blackboard. Nursing faculty advisors support and coach executive board members in providing leadership for all club functions. Annual club elections will be announced through Blackboard and student email. Two students, one from each level, may serve as lead class representatives; Vice-President and President. In addition, the club president coordinates and leads all club initiatives. Club representatives are invited to a minimum of one faculty meeting per semester to enhance communication between students and faculty. All enrolled students are invited and encouraged to participate in club meetings and functions.

Nursing Program Policies and Procedures

Academic Progression

In order to achieve a passing grade in a didactic (theory/classroom) nursing course, the student must obtain a score of 80% for both the final test/exam average and final course grade. Only the final test/exam average and final course grade will be rounded (79.5% rounds to 80%) to reflect final scores. All test/exam averages are calculated first, before any other coursework

(i.e., papers, quizzes). If the final test/exam average is below 80% (after rounding); the student will not progress. The student will earn the score of the final test/exam average for his/her final grade. All courses, general education and NSG courses, must be completed in sequence prior to moving on to the next semester. Any student that fails to successfully complete a course(s) in a semester, will be dismissed from the program. Students may be eligible to reapply based on overall GPA and subject to the readmission policy for the program.

Any first semester NSG course failure results in reapplication to the nursing program. Students are not guaranteed readmission. The admission process is competitive with limited seats.

If a student drops NSG 106, they must also drop NSG 100 as the student will not be eligible for clinical.

Failure from NSG 100 but passing NSG 106 requires a student to re-apply to the program.

If a student withdraws from NSG 152 or NSG 170, they must withdraw from both courses as these courses are co-requisites.

If a student withdraws from NSG 252 or NSG 270, they must withdraw from both courses as these courses are co-requisites.

Failure to pass math competency exams in semesters 1-4 may require a student to withdraw from the program and be subject to readmission policy.

Math Competency Exam

A math competency exam will be administered during NSG 106, NSG 170, NSG 210 and NSG 252.

The math competency exam administered in NSG 106 will count as a test grade in the course. Students failing to achieve 90% on first attempt must remediate with their instructor or the Math Center at Brown Library and retest until 90% is achieved or three attempts are completed. The first test grade will be recorded in Blackboard as part of your course grade.

A math competency exam will be administered during the first week of class for NSG 170, and NSG 210. Students will be given a maximum of three opportunities to achieve 90%. Students failing to achieve 90% on the first or second math test must remediate at the Math Center at Brown Library or with a faculty member prior to retest. Proof of remediation in the form of an email from Math Center staff or from nursing faculty must be provided to the course

instructor for students to be eligible to take the retest. The first math competency exam will count as a quiz grade in the course.

Students failing to achieve 90% after remediation will not be allowed to administer medications in the clinical setting. This will negatively affect clinical evaluation, and will result in a clinical failure and dismissal from the AAS Nursing Program.

Students enrolled in NSG 252 will receive a math competency exam during the first week of class. Students failing to achieve 100% on the first attempt must remediate at the Math Center at Brown Library or with a faculty member prior to retest. Proof of remediation in the form of an email from Math Center staff or from nursing faculty must be provided to the course instructor for students to be eligible to take the retest. The first math competency exam will count as a quiz grade in the course. Students failing to achieve 100% after remediation will not be allowed to administer medications in the clinical setting. This will negatively affect clinical evaluation, and will result in a clinical failure and dismissal from the AAS Nursing Program.

Grading, Course Sequence and Retention Policies Clinical Evaluation and graded clinical work

All students will be evaluated for clinical performance using a midterm and final evaluation tool in NSG 100, NSG 152, NSG 170, NSG 210, NSG 220, NSG 270. Each tool evaluates student learning outcomes based on student levels 1-4. See Appendix A. Students will also submit a self-evaluation midterm and final to their clinical instructor. Students must meet with their clinical instructors during post conference to review their evaluations for joint signatures. Clinical evaluation tools are maintained as part of the student's academic record. Clinical instructors will submit both the student's self-evaluation and the instructor evaluation to course faculty through the program's clinical coordinator, Ms. Anita Chambers. Due dates for submission for students and faculty are posted in course schedules/syllabi in Blackboard.

All clinical evaluations are graded on a pass/fail basis. A passing grade means a student has achieved a "satisfactory" (S) evaluation for each component on the evaluation tool ***by the final evaluation***. Students who receive "needs improvement" (NI) must meet with clinical faculty to discuss opportunities for improvement. Students who fail to make improvements following (NI) feedback may earn an "unsatisfactory" (U) evaluation. Students that receive "unsatisfactory" (U) during midterm evaluation must meet with clinical instructor, develop a

written clinical remediation plan, and complete an Individual Clinical Plan (ICP) blue form. Faculty and students in remediation must meet weekly to discuss and document weekly progress. A copy of the remediation plan must be given to the clinical coordinator and course faculty must be notified within one week. Failure to receive "satisfactory" (S) by the final evaluation results in a failing clinical grade and the student will not pass the course. This will affect academic progression and may result in program termination. Students are required to submit clinical assignments for evaluation as directed by clinical faculty. All clinical assignments are graded on a pass/fail basis. Any student that receives an "unsatisfactory" (U) grade has 3 days to re-submit their assignment for regrading.

If a nursing course contains a classroom, and lab/clinical component, the student must earn a grade of "C" (80%) or higher in the classroom component and must achieve a satisfactory grade in clinical performance in order to receive a passing grade ("C" or higher) for the course. A failing grade ("D" or "F") necessitates repeating all components of the failed course.

Students must achieve a grade of "C" or better in all nursing program required courses.

BIO 142: Anatomy and Physiology II

A student who fails to complete BIO 142: Anatomy and Physiology II, with a grade of "C" or better by the end of the first semester of the program will not be able to advance to the second semester.

BIO 150: Microbiology

A student who fails to complete BIO 150: Microbiology, with a grade of "C" or better by end of summer semester following second semester courses will not be able to advance to the 3rd semester of the program.

Third Semester Elective (ENG 112, or SOC 200, or HLT 230)

A student who fails to complete required 3rd semester elective (ENG 112, or SOC 200, or HLT 230) with a grade of "C" or better will not be permitted to advance to the 4th semester of the program.

Grading Scale for NSG Classes

92-100 = A

84-91.99 = B

80-83.99 = C Minimum Passing

70-79.99 = D

0-69.99 = F

Test grades and the final exam grade are recorded as is, they will not be rounded.

Any student failing to complete a required course in a semester with a "C" or better will be dismissed from the program and subject to the readmission policy.

Student Documentation

Students must follow faculty instructions for submitting all coursework. It is also the student's responsibility to maintain their clinical hour sheets and skills-check off sheets throughout each semester. It is recommended to take pictures or make copies in case duplicates are necessary. Final grades will not be posted until clinical hour sheets and skills check-off sheets are received and reviewed for completion of all course components. Instructions will be given at the end of each semester for collection of this paperwork.

Training is required by clinical partners, annually. Students will be given training packets, check-off lists, and online training to complete. Paperwork must be submitted by deadline to ensure clinical placement. Incomplete packets will not be accepted and will prevent a student from attending clinical and maintaining placement in the program.

Communication regarding necessary paperwork and deadlines are communicated via email from the Nursing Program Administrative Assistant throughout the summer and school year. It is the student's responsibility to read and comply with all deadlines.

Attendance Policy

It is required that students attend ALL classes, Nursing Skills Labs (NSL), simulation lab and clinical experiences.

1. When absence is necessary, it is the responsibility of the student to inform the faculty prior to the absence (by telephone) or email. For clinical absence, follow the instructions given by the clinical instructor for your current rotation. A message may be left on voice mail.
2. Work missed in classroom or lab as a result of extenuating circumstances defined as absences due to illness, personal or family emergency, court dates, or death in the family may be made up if the absences are appropriately documented. Falsification of documentation is considered a violation of the Virginia Western Student Conduct Policy and may result in dismissal from the program. All other absences are considered unexcused and work missed may not be made up. The student will receive a grade of "0" for any missed work.
3. It is the responsibility of the student to arrange with the instructor to make up missed learning experiences in all areas of classroom, lab, or clinical.
4. Make up tests are to be taken on the day of return following an absence or a day scheduled by the instructor. Make up tests may be in a different format from the original test. Note: test make up is allowed only when the absence is a result of one of the extenuating situations as noted above.
5. Assignments are due on the day of return following an absence or as arranged by the instructor. Acceptance of late assignments is at the sole discretion of the instructor. A minimum of ten (10) points will be deducted for each day late if accepted. The instructor may waive point deductions based on documentation of extenuating circumstances.
6. Business, physician, and dental appointments should be made after nursing program hours.
7. A healthcare provider's medical release will be required for the student to return to clinical after an illness or condition resulting in three (3) or more consecutive days of absence.
8. A maximum of three (3) class absences (per course) is permitted. Excessive absenteeism is defined as more than three (3) days of missed classroom instruction.
9. All scheduled NSL and clinical attendance are mandatory. **MISSED CLINICAL OR LAB EXPERIENCE MUST BE MADE UP.** Clinical/lab absence in excess of 10% of the scheduled may make it impossible for the student to complete the clinical objectives. Therefore, it may

result in course failure and dismissal from the program. Decisions regarding failure/dismissal due to excessive absence will be made at the discretion of the Program Director with faculty input.

Note: All make-up NSL, simulation and clinical hours are subject to faculty and facility availability. Make up experiences must be scheduled through the lab and clinical coordinators for the program and are not guaranteed. Failure to complete the lab and clinical course requirements may result in course failure, and/ or removal from the program. In select circumstances, with permission of the director, students may earn an “incomplete” as a course grade. Students must seek faculty advising should questions regarding course completion arise.

The AAS Nursing Program’s attendance policy exceeds that of Virginia Western Community College, which may be viewed at: <https://www.viriniawestern.edu/about/policies/I-47.php>

Tardiness

Tardiness is not acceptable in classroom, lab, or clinical. Students arriving late to class may not be admitted until break, or as directed by faculty, to main the learning environment. Students are responsible for any missed classroom material. The number of times a student is tardy is counted in the total number of days of absences. Three tardies counts as one absence. A tardy is assessed for any lateness following the scheduled beginning of class, lab or clinical. An Individualized Clinical Plan (ICP) or a Laboratory Remediation Plan (LRP) may be initiated by faculty (see Appendix B for ICP). Tardiness to clinical may result in dismissal from the clinical setting and an unexcused clinical absence. Students should notify their clinical instructor immediately if lateness appears imminent due to unforeseen circumstances. It is the discretion of the clinical instructor to allow a student to participate in the clinical experience based on patient assignments, pre-conference requirements, and clinical report.

Test Review Policy

Test reviews will be in group format. Test reviews will be conducted at a date/time of the faculty member’s choice and communicated to all students via Blackboard or email announcement. Individual reviews are to be scheduled during posted faculty office hours. Any student who makes below 80% is encouraged to meet with faculty for individual review. Students may make arrangements with the instructor to individually review a test up to the time of the next administered test. After that time, the test will be filed and unavailable for review.

Kaplan Focused/Integrated Review Tests

Students will be required to complete Kaplan Review and Integrated Tests (IT) each semester. These tests are mandatory for successful completion of nursing courses. Focused Review tests may be completed at home or on campus, as these tests are not proctored and may be completed at any time prior to the due date. ITs are scheduled by the nursing program and are proctored in computer labs on campus. Computer lab times will be arranged for the ITs and communicated to students to provide opportunities to complete the tests. Test due dates will be as outlined in the class schedule. Remediation is mandatory for Integrated Tests and highly encouraged for Focus Review tests. Students scoring below benchmark on ITs are required to complete a minimum of 30 minutes of remediation. All ITs are scheduled outside of classroom, lab, and clinical experiences. Failure to complete all tests and remediation will result in incomplete (I) course grade and the student will not be allowed to graduate, or progress in the program (no exceptions will be made).

Annual Review for NCLEX-RN

Students must attend the weeklong Kaplan review seminar held at Virginia Western at the end of the 4th semester (Spring). The schedule for the Kaplan review seminar will be posted in syllabi for 4th semester courses. Attendance is mandatory. Failure to complete this requirement will prevent students from completing 4th semester nursing course, NSG 252, and advancing to graduation. The Kaplan review course identifies student's readiness for NCLEX-RN. The review course identifies areas of content strength and weaknesses requiring additional study.

APA Documentation

The APA citation system is the expected documentation system for all papers and written assignments in the Nursing Program. The writing center in Brown Library can provide information and specifics regarding citations. Here is the Brown Library Link to APA documentation: <http://www.virginiawestern.edu/library/research/formatting.phpram> Students are reminded that not all internet material/sites are acceptable as professional references. Students are encouraged to see faculty for questions regarding documentation for specific assignments.

Social Media Policy

The use of social media is prohibited in campus classroom, labs, and clinical. In addition, students are prohibited from use of **any** patient/client, clinical agency, or Virginia Western information, data, or images in any social media. Students are never permitted to photograph patients or patient information and cameras are not permitted in any patient care areas where a student is assigned to clinical. Social media includes, but is not limited to: Facebook, Twitter, Snapchat, YouTube, Instagram, Myspace, etc. Students are required to maintain confidentiality and privacy laws. Failure to abide policy and laws may result in termination from the program, and/ or legal liability. The AAS Nursing Program subscribes to NCSBN and VBON guidance regarding social media. Students are responsible to review and follow information in both links provided: https://www.ncsbn.org/NCSBN_SocialMedia.pdf NCSBN
https://www.dhp.virginia.gov/nursing/guidelines/90-48_SocialMedia.doc VBON

Grievance Policy and Procedure

A grievance is a formal written allegation by a student charging unlawful or unfair treatment with respect to the application of laws, rules, policies, procedures, or regulations under which the college operates. Each student has the right to express an opinion, make suggestions, and submit a grievance. Students are expected to follow the chain of command as defined in the grievance policy. Additional information may be found at:

<https://www.viriniawestern.edu/about/policies/I-19.php>

Student Conduct

Students are required to adhere to Virginia Western's Policy on Student Conduct:

<http://www.viriniawestern.edu/about/policies/I-21.php>

Stealing and cheating, including plagiarism, will not be tolerated and are grounds for dismissal from the nursing program. Standards of conduct required of students attending clinical must be maintained for participation in the nursing program. Violations of conduct are subject to faculty committee review and may result in dismissal from the nursing program.

Background Checks and Employment Verification

Per contract agreements with clinical affiliates, all nursing students are required to complete a Criminal History and Sex Offender Crimes against Minors Background Check prior to beginning the nursing program. The background check also includes review of GSA or OIG

exclusion lists, US Treasury Department's Office of Foreign Assets Control list or Specially Designated Nationals. Employment verification indicates students are eligible for rehire. The fee for the background check will be paid by the student directly to the approved vendor. Nursing students are personally responsible for completing the required background check. If the student feels a positive finding on a background check was in error, it is the student's responsibility to resolve this issue with the vendor.

The Program Director will review all positive findings on background checks and will determine whether the student will be able to enter the program. Background clearance and employment verification may preclude a student from attending clinical rotations and prevent the student from meeting the program learning outcomes. Disclosure of background check findings to clinical partners for acceptance to the facility may be required for a student to enter the clinical setting. In such instances, students may refuse disclosure which would require meeting with the program director to address clinical placement and continuance in the program. A student's inability to attend clinical will result in course failure and an inability to continue in the program.

If there are new criminal charges pending against a student while enrolled in the nursing program, the student is responsible for reporting these to the Program Director immediately. Due to clinical affiliation agreements, pending charges may interfere with the student's ability to attend clinical experiences. If faculty become aware of a new criminal conviction without notification by the student during a student's enrollment in the nursing program, the student may be dismissed from the program immediately.

Drug Screening

Clinical site affiliates require that students submit to urine drug screening. Contracts with specific clinical affiliates dictate the frequency of urine drug screening for students to be approved to enter clinical sites. Drug screen issues (positive screens) must be resolved between the student and vendor. If the issue remains unresolved, the student may be dismissed from the program. The student may reapply for admission to the program in future admission cycles.

Note: Any student failing to complete required program/ clinical documentation for admission, return, or progression to next semester will be ineligible to attend clinical. Failure to attend clinical may result in course failure and dismissal from the nursing program. It is the student's responsibility to adhere to posted deadlines for all clinical requirements to maintain

placement in the program. Frequency of drug screening is determined by the clinical affiliates and may be annual, prior to each semester, or random.

Add/drop Courses

Students are advised to confer with the course instructor, nursing faculty advisor, or program director before adding, dropping, or withdrawing from any course while enrolled in the Nursing Program. Students who drop or withdraw from any course are advised to complete an exit interview with their faculty advisor and/or program director. If a student withdraws from all nursing (*NSG) courses, he/she will not retain a seat within the AAS Nursing Program. Mitigating circumstances will be reviewed with the Program Director on an individual basis to discuss student eligibility to return to the program. Students receiving financial aid are strongly advised to meet with a financial aid officer prior to requesting dropping a course(s) or withdrawal from the program to determine the impact this may have on immediate and future aid eligibility.

Course Failure

A student failing to attain a grade of “C” or better in a core nursing course (NSG) may repeat one core nursing course. If student fails to obtain grade of “C” or better in any nursing course throughout the program, they will be dismissed from the program.

A student who has been dropped from the program because of a failing grade in a Natural Science course may apply for readmission after the course has been completed successfully (C or better.)

Readmission Procedure

The student who fails a nursing course must submit in writing a request for readmission. Requests are to be made to the Nursing Program Director within two (2) weeks after the final course grade is posted. The request must identify strategies to increase chances of success in the program. A student is eligible to re-apply to the program only once. Readmission must be achieved within 12 months of initial program failure.

Students who drop a course must also request readmission within two weeks of the last day of the semester. If a student drops a course after the eighth (8th) week of the semester with a failing grade, it will be considered a course failure.

The student’s GPA must remain 2.5 or greater to be considered for readmission.

The Program Director will notify the student in writing by either letter or e-mail of the decision prior to the registration period for the applicable semester. If the student is denied readmission to the program and wishes to further address this issue, an appeal in writing must be submitted within ten days to the Dean of Health Professions.

If readmission is approved, criteria to be met prior to readmission will be outlined in the acceptance letter.

Tuition Refund

Students enrolled in the AAS Nursing Program are subject to Virginia Western's policy on tuition refunds. The college's policy can be viewed at the following website:

<http://www.virginiawestern.edu/about/policies/I-17.php>

Communication

Communication between peers, faculty, patients, families, staff, clinical partners, and others must demonstrate courtesy and respect. Slang, vulgar terms, curse words, or rude, aggressive, or abusive speech are not permitted.

Students must use Virginia Western student email address to contact faculty. Faculty are also available through office hour appointments and office phone numbers. Students receive communication through Blackboard announcements and Blackboard course files. Students are encouraged to check email/ Blackboard daily for information. Students are responsible for all information communicated through Blackboard and student email.

Faculty will respond to phone calls or email communication within 48 hours. Requests after 5pm on Friday, will be addressed on the following Monday by 5pm. Requests over a holiday will be addressed 48 hours following the holiday.

Name/Address or Phone Number Change

A student who has name, address, email or phone number changes must notify the administrative assistant for nursing, Ms. Carrie Speck, Email: Cspeck@virginiawestern.edu
Office: HP 332, Phone 540-857-6239, Office Fax 540-857-6085.

Faculty Office Hours

Faculty maintain weekly office hours. Students are encouraged to utilize faculty office hours for assistance with course requirements and academic advising. Faculty post office hours outside of their campus offices, in Blackboard, and on the course syllabi.

Student-Faculty Advising

Each student will be assigned to a nursing faculty advisor for academic assistance. Students must meet with their assigned faculty advisor at least one time per semester and more often if needed. The advising relationship is a continuous developmental process involving open communication in an atmosphere of mutual respect and honesty.

The focus of the advising program is on enhancing student success. Each student will complete an advising worksheet prior to the scheduled meeting with their advisor. The student will bring the advising worksheet as well as unofficial copy of transcripts (if requested by advisor) to facilitate the advising session.

Inclement Weather

Students are encouraged to sign up for the VWCC alert system. The Inclement Weather policy and procedure and announcements are found at:

<https://www.viriniawestern.edu/about/inclementweather.php>

Clinical During Inclement Weather

If the College is closed, or on a delayed schedule there will be no clinical activities unless otherwise directed by the clinical coordinator. If students are unable to attend clinical, follow the appropriate notification procedures described in attendance policy.

Recommendation/ References Requests

Students may request letters of recommendation including references for jobs, program admissions, or scholarships from faculty members. It is the discretion of faculty to honor the request. All students making a request must comply with college student release of information policy and submit the following available at:

<https://www.viriniawestern.edu/records/docs/informationReleaseForm.pdf>

Faculty may require additional information in order to provide an effective reference/letter. This may include but is not limited to: a current resume, work history, prospective employer information. See faculty member for specific requirements.

Gifts

It is inappropriate to accept gratuities or gifts from patients/clients. It is recommended that students not present gifts to faculty members.

Health Insurance/Injury

Evaluation and/or treatment of injury or illness related to lab, clinical or classroom experience is the responsibility of the student. It is recommended that each student carry health insurance in case of an injury or illness while in the lab, classroom or clinical facility.

Professional Liability Insurance

Virginia Community College System (VCCS) provides liability coverage for each student up to 2,000,000 per claim. Students wishing additional liability insurance may contact a variety of organizations.

Professionalism

Nursing students are representatives of Virginia Western AAS Nursing Program, and the nursing profession. Students are expected to portray the highest levels of professional and ethical behavior.

Expectations of professional behavior include but are not limited to the following areas:

1. Communication between peers, faculty, patients, families, staff, clinical partners, etc. must demonstrate courteous and respectful discourse. Slang, vulgar, rude, curse words, and aggressive or abusive speech are prohibited. Student's should address faculty by their last names using their proper title.
2. Arriving on time and prepared for classroom, labs, and clinical experiences demonstrates professional behavior. This includes taking exams as scheduled, completing assignments on time, and meeting commitments to maintain clinical readiness.
3. Adhering to the program's dress code includes maintaining a neat, and clean appearance.
4. Students must remain free of the influence of alcohol, drugs, or other substances that impair judgment and critical thinking. Random drug testing at the student's expense may be required.
5. Students must refrain from smoking while in the AAS Nursing Program uniform. This includes use of any tobacco products including smoke/smokeless e-cigarettes and vaping.

Students are responsible and accountable for their actions at all times. This includes taking responsibility for mistakes. Incidences that potentially jeopardize patient/client safety, and/or lapses in unprofessional behavior will require completion of the Virginia Western Event

Report and/or ICP/LRP. The report will be filled out by the student and instructor and given to the Program Director within 24 hours. The Program Director may request a conference with the student and/or faculty. Documentation by ICP/LRP forms will become part of the student's record.

Any behavior that compromises patient/client health or safety, college or AAS Nursing Program reputation, clinical partnerships, or the nursing profession, are grounds for dismissal from the program.

Clinical, NSL, Simulation Lab Policies and Requirements

Clinical Rotations

Students will be assigned to clinical agencies on a rotating basis which will involve day, evening, night and weekend clinical experiences. Transportation to the clinical facilities is the responsibility of each student. **NOTE: No cell phone use in patient care areas is allowed at any time.**

Students are prohibited from contacting patients/staff/ administrators at any affiliated clinical facilities in relation to the clinical experience without permission of the clinical instructor or clinical coordinator. Failure to comply with the above mandate may result in clinical failure and program dismissal.

All clinical assignments must be completed by the due dates established by the faculty. Failure to complete clinical assignments may affect the student's ability to meet course objectives and may result in clinical and course failure. In order to pass a nursing course with a clinical component, the student must pass both the classroom portion and the clinical portion of the course.

Post Exposure Management Procedure-Clinical

In the event of a needle-stick/exposure to body fluids in the clinical, NSL, or simulation, the facility's post-exposure procedure will be followed. The exposure must be reported to the Program Director and clinical affiliates where exposure occurred per facility policy. A Virginia Western incident report must be completed. The clinical faculty will notify the Program Director of the occurrence immediately.

Event Reporting

Any unusual occurrence that jeopardizes safety or has the potential to result in harm to students, faculty, clinical partners, or patients, requires documentation via an incident report. Instructors and students work together to document the incident. All events must be reported to the Program Director for follow up.

Clinical Health Requirement

The following must be maintained in every student's virtual health file and is required by the first day of class or by deadlines instituted by the clinical affiliate, whichever comes first. Students will be notified of the deadlines for compliance with health records in writing through email and compliance with health record will be further discussed in new student orientation. All required health records must be uploaded by the student to Castle Branch for clinical tracking. Failure to keep updated requirements prevents students from clinical attendance and may result in course failure and dismissal from the program.

- A physical examination within the specified time period.
- Tuberculin Skin Test (TST) two step, first new student entry followed by one step annually, or clear chest x-ray (CXR), or Quantiferon Gold blood test.
 - It is the student's responsibility to keep TST requirements current throughout the program and to upload verification to the the student's virtual health record with the required vendor (annual verification is required).
- MMR/ Measles, Mumps, Rubella titer demonstrating immunity or vaccination x2.
- Chickenpox/Varicella titer demonstrating immunity or vaccination.
- Tetanus immunization or verification of previous immunization within the past ten years
- Hepatitis B vaccination series of (3) started or a signed declination, if allowed by clinical affiliate
- Criminal background check and urine drug screen annually or more frequently as required by clinical affiliate contract
- Current American Heart Association Healthcare Provider CPR certification
 - It is your responsibility to keep your CPR current throughout the program and to submit verification to Castle Branch to the student's virtual health file..
 - If your CPR lapses at any point during the program you will not be allowed to attend clinical rotation until recertified, and may be in danger of course failure that could result in program dismissal. .
- Current LPN license from the Commonwealth of Virginia required of all students enrolled in L to R bridge program.
- **** Please note that an Influenza (Flu) vaccination is required each fall season as mandated by clinical facilities. Evidence of vaccination must be submitted in Castle Branch to the student's virtual health record.***

Nursing Skills Lab (NSL), and Simulation Lab

Nursing skills lab and simulation lab offer student “hands-on” experience and the opportunity to practice and apply knowledge gained in classroom instruction. Both labs support student acquisition of critical thinking skills necessary for clinical practice. The labs consist of demonstrations, discussion, practice time and simulated experiences.

Lab Guidelines for NSL and Simulation

- Bring skills check off list, nursing skills tote and lab skills book to NSL each week
- Simulation lab requires students to bring clinical hours documentation form.
- No food in lab. Covered drinks are permitted.
- NO CHILDREN will be allowed in Skills/Simulation Lab
- No cell phone use in lab unless directed by faculty
- Students are expected to show respect to faculty, fellow students, and equipment at all times.
- No materials are to be removed from the Skills/Simulation Lab
- Preparation for Skills/Simulation Lab is essential. Students are expected to thoroughly review any assigned materials (skills guidelines/checklists; homework assignments, videos, etc.) prior to attending Skills/Simulation Lab and performing skills check-off.
- Review course syllabi for due dates.
- **Do not move manikins or manikin parts without faculty direction of faculty.**
- **Do not use betadine** on manikins. Use lubricant spray for tubes if directed by faculty.
- Use tape **sparingly** on the manikins. Use **beds** for practice and testing purposes only.
- Individuals serving as patients are to remove their shoes when lying on the beds.
- Report any malfunctioning, unsafe, or damaged equipment to faculty.
- If you are aware that you have a **latex allergy, or suspect** that you do, it is your responsibility to notify the faculty.

Clinical Skills Check-Off

- Students will refer to the lab schedule for skills check off/simulation experiences.
- Students will practice skills during assigned time in the skills lab prior to formal check-off. It is also advised that students practice skills in the practice lab and at home.
- Formal skills check off will be conducted during scheduled lab time by nursing faculty. Students are expected to be prepared and professional during skills check off.
- Students will have one attempt to complete assigned skill successfully. If the student fails to correctly perform the skill, then the student must meet with faculty for remediation.

- Remediation sessions will be held with the faculty to provide the student the opportunity to successfully perform the skill. If the student fails **two** remediation attempts, this will may result in course failure.

Nursing Skills Lab Grade

The skills lab grade is part of the overall grade in NSG 106, NSG 170, & NSG 200 See course syllabi.

Nursing Skills Lab Final

The skills lab final will consist of pertinent skills to be performed by the student. These skills may be from any semester prior to the final. Each student will have only one (1) attempt to complete each skill in the end of semester final checkoff.

Policy for Use of Nursing Supply Kit

Students are required to purchase a Nursing Supply Kit (Nursing Tote) at the beginning of the first year. Some items in the kit are to remain in the NSL at all times. These items include, but may not be limited to:

- Syringes
- Needles
- Vials
- Ampules
- IV Fluids and Equipment
- Sample Medications

The nursing supplies will allow for practice in the practice lab, home, or NSL and will promote proficiency in performing nursing skills in the clinical area.

When not in use, medication administration items will be stored in a secured area.

Medication administration supplies will be discarded after use in biohazard containers as directed by faculty. Nursing supply kits are not for human use and are practice supplies only. Misuse of the nursing supply kits is deemed an unprofessional behavior and is subject to review and/or dismissal.

Simulation Lab

Due to video recording in simulation for debriefing exercises, students will sign a consent for videotaping and confidentiality. A post evaluation is obtained after each simulation session. All lab/clinical guidelines apply to the simulated learning events.

Clinical, NSL, Simulation Lab Dress Code

All approved navy-white student uniforms are sold by Update Uniforms located at 2740 Franklin Road, SW, Roanoke, VA 24014. Phone: (540) 982-8438. Order forms and ordering procedures will be reviewed at new student orientation.

Female student uniform

Female uniform includes clean, non-wrinkled uniform, full white socks covering the ankles, and clean white shoes. The uniform dress (optional) must be of an appropriate length, no higher than mid-knee and no lower than the ankle, and be worn with white hosiery with no runs. The white uniform tops must fit loosely over the hips and buttocks; no undergarments such as t-shirts should be visible below the hem. Under garments should be flesh colored and not be visible through the white top. Navy blue uniform pant leg must reach the student's ankle. Students may wear a white fitted single layer under the uniform top to cover forearms.

Male student uniform

Male uniform includes clean, non-wrinkled, uniform, full white socks covering the ankles and clean white shoes. The white uniform tops must fit loosely over the hips and buttocks; no undergarments such as t-shirts should be visible below the hem. The navy blue uniform pant leg must reach the student's ankle. Students may wear a white fitted single layer under the uniform top to cover forearms.

The Virginia Western Nursing program patch

The Patch is to be sewn two inches below the left shoulder seam on uniforms tops. The nursing program patch is sold in the campus bookstore.

The Virginia Western student nurse identification (ID)

ID with full legal name and title (VWCC Student Nurse) must be embroidered on all uniform tops. Lab coats may be embroidered or worn with visible name badge. School uniforms must be worn only in the associated facility and are worn in addition to the school name badge, not in place of. Full uniform and ID badges must be worn for all campus skills lab experiences.

Virginia Western white lab coat

A lab coat may be worn when not providing direct client care. Sweaters or other light jackets are not acceptable in patient care areas of clinical.

Jewelry

Students may wear a plain wedding band and one pair of small, plain, post earrings (one per earlobe); no exceptions. Dangling or hoop earrings are not acceptable. No other jewelry is permissible. No other visible piercing are allowed in clinical. No tongue rings or other forms of jewelry are allowed.

Tattoos are to be covered.

All body tattoos must be covered by clothing or other methods.

Makeup

Makeup must be light and unobtrusive.

Wristwatch

Every student is responsible for wearing a **wristwatch with a second hand.**

Hair

Hair must be clean, off the collar, and styled conservatively. No unnatural hair color is allowed. No hair ornaments are to be worn with the uniform. Plain barrettes and clips that match hair color may be worn.

Grooming

Students should be clean and well-groomed at all times. Males should be neatly shaven; if any facial hair is present, it must be neatly groomed. Facial hair growth may not interfere with requirements to don personal protective equipment such as face masks, N-9 masks, etc.

Nails

Nails must be cut short and groomed. Nail polish and artificial nails are not permitted.

Scents

Perfume, cologne, or aftershave lotion must **not** be worn in the clinical areas. (Some clients have severe allergies).

Smoking, Vaping, Chewing, Alcohol

No smoking, vaping, consumption of alcoholic beverages, use of any tobacco is permitted while wearing student uniform or lab coat in any location, including personal transportation. Students are not allowed to wear the nursing uniform into any establishment that could be viewed as unacceptable (bars, clubs, etc.).

Gum

No chewing of gum is permitted in clinical, NSL or simulation experience.

Uniform on Campus

Student must come to Clinical, NSL, and simulation dressed in full VWCC nursing uniform with monogram and name badge. When the uniform must be worn back to campus, the student is expected to abide by the above dress code.

Compliance with the Dress Code

Students who do not adhere to the dress code will be rated unsatisfactory for clinical that day and may be asked to leave the clinical site. An Individual Clinical Plan for remediation will be completed. Students who do not adhere to the dress code in lab may be asked to leave the lab and will receive an absence.

While wearing the nursing student uniform, students are expected to conduct themselves in a manner befitting the AASN program, college, and the profession of nursing. Professional behavior and communication are required at all times. Students must comply with all policies, practices, and standards as set forth in the college and nursing program handbooks. Students will be held accountable for their actions. Failure to comply will result in disciplinary action.

Confidentiality and Health Insurance Portability and Accountability Act (HIPAA)

During clinical experience, students have access to confidential information of the facility, including patient health information. Students will hold confidential all patient and facility information obtained as a participant in these activities and will not disclose any personal, medical, or confidential information to third parties, family members or other students and other teachers.

Students are not to remove any confidential information from the clinical agency. Any patient data and/or clinical notes must be discarded in locked shred bins at clinical facilities.

Penalties for HIPAA Violation

Violators of the HIPAA Privacy Rule can face civil and criminal penalties that can mean up to \$250,000.00 in fines and up to ten (10) years in prison. Respecting and maintaining patient privacy and confidentiality of all personal and medical information is each and every provider's responsibility. It is important that you familiarize yourself with each agency/institution's policy on HIPAA and privacy compliance. This is discussed at the following website:

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>

Students who breach client confidentiality may be dismissed from the program and subject to legal liability.

List of Common Abbreviations

AAS – Associate of Applied Science degree

ACEN – Accreditation Commission for Education in Nursing, <http://www.acenursing.org/>

FERPA - Family Educational Rights and Privacy Act

HIPAA - Health Insurance Portability and Accountability Act

LPN – Licensed Practical Nurse

NCSBN – National Council of State Boards of Nursing, <https://www.ncsbn.org/index.htm>

NCLEX-RN – National Council Licensure Exam for Registered Nurses

NSL – Nursing Skills Lab

QSEN – Quality and Safety Education for Nurses, <http://qsen.org/>

RN – Registered Nurse

VBON – Virginia Board of Nursing, <https://www.dhp.virginia.gov/nursing/>

VCCS – Virginia Community College System

VWCC – Virginia Western Community College

Disclaimers and Acknowledgements

All enrolled students are subject to the current handbook. Contents of this handbook are subject to change. Any addendum(s) to the handbook, including revisions, updates, or additions to current policy will be communicated to students through face to face meetings, Blackboard announcements, email, and/or written communications. Students may be asked to sign a statement of receipt of any handbook changes.

The Nursing student handbook is provided as a general guide to understand academic and conduct expectations during your enrollment in the AAS Nursing Program at Virginia Western Community College. Information contained herein is not a substitute for academic advising. The college and nursing program reserve the right to make changes to any provision or requirements stated herein. This may include curriculum and procedural changes during a student's enrollment or otherwise.

Appendix A

Level 1 Clinical Evaluation Tool

| Level 1 | | Midterm S/U | Midterm Comments & Suggestions | Final S/U | Final Comments |
|---|---|----------------|--------------------------------------|--------------|-------------------|
| Client-Center Care: Demonstrate the use of therapeutic communication, caring behaviors and client self-determination in the provision of basic nursing care. | | | | | |
| Competencies | Perform client centered care with sensitivity and respect. | | | | |
| | Identify learning needs of client. | | | | |
| | Discuss importance of client self-determination in making healthcare decisions. | | | | |
| | Identify therapeutic communication skills when interacting with clients and the client's support network. | | | | |
| | Identify the needs of diverse individuals across the lifespan. | | | | |
| Safety: Report client safety issues and risks. | | | | | |
| Competencies | Recognize human factors and safety design principles. | | | | |
| | Identify hazards, near misses and errors. | | | | |
| | Identify client safety initiatives. | | | | |
| | Practice safe client care as a level 1 student. | | | | |
| Clinical Judgment: Summarize the components of clinical reasoning, evidence-based practice and the nursing process. | | | | | |
| Competencies | Define a standardized plan of care based on client values, clinical expertise and reliable evidence. | | | | |
| | Recognize changes in client status and intervene appropriately. | | | | |
| | Identify the steps in the nursing process to guide care. | | | | |
| | Identify principles of prioritization in the provision of client care. | | | | |

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| | Define evidence-based practice and problem solving. | | | | |
| Professional Behaviors: Demonstrate professionalism and professional behaviors. | | | | | |
| Competencies | Identify ethical behaviors and the importance of confidentiality when caring for clients. | | | | |
| | Demonstrate responsibility and accountability for the delivery of safe client care with direct supervision. | | | | |
| | Identify the scope of nursing practice for a beginning level student. | | | | |
| | Identify professional behaviors in interactions with clients, families, and healthcare providers. | | | | |
| | Discuss the purpose of reflective thinking in improving nursing practice. | | | | |
| | Define the role of lifelong learning in the nursing profession. | | | | |
| Quality Improvement: Identify the role of quality improvement and informatics in client care. | | | | | |
| Competencies | List common quality measures encountered in clinical practice. | | | | |
| | List technology and information management tools used to identify and prevent potential errors in client care. | | | | |
| | Define fiscal responsibility in the delivery of client care. | | | | |
| Collaboration: Define the roles of the health care team. | | | | | |
| Competencies | Recognize the effect nursing and other interdisciplinary team members have upon care processes and outcomes for clients and families within any healthcare setting. | | | | |
| | Identify how members of the interdisciplinary team provide safe interventions to achieve positive outcomes. | | | | |

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| | Recognize different communication styles and cultural differences within the interdisciplinary team. | | | | |
| | Identify management skills and principles of delegation when working with other members of the health care team. | | | | |
| | Recognize own strengths and weaknesses to improve individual as well as team performance. | | | | |

Level 2 Clinical Evaluation Tool

| Level 2 | Midterm S/U | Midterm Comments & Suggestions | Final S/U | Final Comments | |
|-----------------------------|--|--------------------------------|-----------|----------------|--|
| Client-Centered Care | Assess diverse client values, beliefs, and attitudes as well as community resources related to health in the provision of client-centered care. | | | | |
| Competencies | Deliver client centered care with sensitivity and respect. | | | | |
| | Develop teaching plan based on assessed learning needs. | | | | |
| | Discuss the nurse's role in client self-determination in making healthcare decisions. | | | | |
| | Demonstrate therapeutic communication skills when interacting with clients and the client's support network. | | | | |
| | Discuss the needs of individuals, families, and communities across the lifespan. | | | | |
| Safety | Use safety measures when caring for clients in the community and health care agencies. | | | | |
| Competencies | Examine human factors and safety design principles. | | | | |
| | Report hazards, near misses and errors to members of the health care team | | | | |
| | Summarize client safety initiatives. | | | | |
| | Practice safe client care as a level 2 student. | | | | |
| Clinical Judgment | Demonstrate the use of the nursing process and evidence based care in making clinical judgments. | | | | |
| Competencies | Individualize a standardized plan of care based on client values, clinical expertise and reliable evidence. | | | | |

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| | Interpret changes in client status and intervene appropriately. | | | | |
| | Develop a plan of care that demonstrates the nursing process with guidance. | | | | |
| | Use prioritization in planning client care with supervision. | | | | |
| | Compare and contrast evidence-based practice and participate in problem solving. | | | | |
| Professional Behaviors | Recognize the impact of personal beliefs, values, and attitudes in developing professionalism and professional behaviors. | | | | |
| Competencies | Recognize ethical behaviors and breaches in confidentiality that occur in client care situations. | | | | |
| | Demonstrate responsibility and accountability for the delivery of safe client care with guided supervision. | | | | |
| | Provide nursing care within the scope of nursing practice with supervision. | | | | |
| | Compare appropriate and inappropriate professional behaviors demonstrated in interactions with clients, families, and healthcare providers. | | | | |
| | Demonstrate reflective thinking for the purpose of improving nursing practice at the beginning level. | | | | |
| | Discuss the importance of lifelong learning in the nursing profession. | | | | |
| Quality Improvement | Use technology and information management tools in providing quality client care. | | | | |

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| Competencies | Describe common quality measures encountered in clinical practice. | | | | |
| | Discuss technology and information management tools used to identify and prevent potential errors in client care. | | | | |
| | Summarize fiscal responsibility in the delivery of client care. | | | | |
| Collaboration | Examine the roles of the nurse and the health care team in community and acute care settings. | | | | |
| Competencies | Explain how nursing and other interdisciplinary team members influence care processes and outcomes for clients and families within various healthcare settings. | | | | |
| | Discuss how members of the interdisciplinary team work together to provide safe and effective care. | | | | |
| | Discuss the relevance of various communication styles and cultural differences when collaborating with members of the healthcare team. | | | | |
| | Compare and contrast skills and principles of delegation when working with other members of the health care team. | | | | |
| | Respond to constructive feedback to improve individual as well as team performance. | | | | |

Level 3 Clinical Evaluation Tool

| Level 3 | Midterm S/U | Midterm Comments & Suggestions | Final S/U | Final Comments | |
|-----------------------------|--|--------------------------------|-----------|----------------|--|
| Client-Centered Care | Apply principles of client centered care to clients across the lifespan. | | | | |
| Competencies | Organize client centered care with sensitivity and respect. | | | | |
| | Implement teaching plan based on assessed learning needs. | | | | |
| | Promote client self-determination in making healthcare decisions as a level 3 student. | | | | |
| | Examine communication skills when interacting with clients and the client's support network. | | | | |
| | Advocate for diverse individuals, families, and communities across the lifespan with guidance. | | | | |
| Safety | Incorporate factors for improvement of client safety for clients across the lifespan | | | | |
| Competencies | Analyze human factors and implement safety design principles. | | | | |
| | Examine hazards, near misses and errors to members of the health care team | | | | |
| | Analyze client safety initiatives. | | | | |
| | Practice safe client care as a level 3 student. | | | | |
| Clinical Judgment | Apply the nursing process, evidence-based care and clinical reasoning in making clinical judgments. | | | | |
| Competencies | Develop an individualized plan of care based on client values, clinical expertise and reliable evidence. | | | | |

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| | Prioritize changes in client status with guidance and intervene appropriately. | | | | |
| | Independently develop a plan of care that demonstrates the nursing process. | | | | |
| | Prioritize client care using evidence based practice with guidance. | | | | |
| | Incorporate evidence-based practice into clinical problem solving. | | | | |
| Professional Behaviors | Incorporate legal\ethical principles and professional nursing standards in the care of clients. | | | | |
| Competencies | Demonstrate ethical behaviors and confidentiality when caring for clients. | | | | |
| | Demonstrate increased responsibility and accountability for the delivery of safe client care with guidance. | | | | |
| | Organize nursing care to encompass the scope of nursing practice. | | | | |
| | Demonstrate professional behaviors in interactions with clients, families, and healthcare providers. | | | | |
| | Engage in reflective thinking for the purpose of improving own nursing practice. | | | | |
| | Identify resources for creation of a lifelong learning plan. | | | | |
| Quality Improvement | Examine the impact of quality improvement processes, information technology and fiscal resources in the provision of nursing care. | | | | |
| Competencies | Apply common quality measures encountered in clinical practice. | | | | |

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| | Utilize technology and information management tools used to identify and prevent potential errors in client care. | | | | |
| | Performs fiscally responsible of client care. | | | | |
| Collaboration | Participate as a member of the health care team in the delivery of nursing care to clients across the lifespan. | | | | |
| Competencies | Differentiate how interdisciplinary team members influence care processes and outcomes for clients and families within various healthcare settings. | | | | |
| | Collaborate with members of the healthcare team to provide safe and effective care with guidance. | | | | |
| | Demonstrate the ability to collaborate with members of the interdisciplinary team with various communication styles and cultural differences. | | | | |
| | Apply management skills and principles of delegation when working with other members of the health care team. | | | | |
| | Implement self-appraisal process as a member of the interdisciplinary team. | | | | |

Level 4 Clinical Evaluation Tool

| Level 4 | Midterm S/U | Midterm Comments & Suggestions | Final S/U | Final Comments |
|---|-------------|--------------------------------|-----------|----------------|
| Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations. | | | | |
| Coordinate client centered care delivery with sensitivity and respect. | | | | |
| Evaluate the effectiveness of teaching plans and outcomes and revise for achievement of desired outcomes. | | | | |
| Promote client self-determination in making healthcare decisions as a level 4 student. | | | | |
| Integrate therapeutic communication skills when interacting with clients and the client's support network. | | | | |
| Advocate independently for diverse individuals, families, and communities across the lifespan. | | | | |
| Practice safe nursing care that minimizes risk of harm across systems and client populations. | | | | |
| Evaluate human factors and safety design principles. | | | | |
| Participate in the analysis of errors and designing system improvements. | | | | |
| Incorporate client safety initiatives into the plan of care. | | | | |
| Practice safe client care as a level 4 student. | | | | |
| Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care. | | | | |

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| Evaluate an individualized plan of care based on client values, clinical expertise and reliable evidence. | | | | |
| Independently prioritize changes in client status and intervene appropriately. | | | | |
| Apply the nursing process to guide care. | | | | |
| Prioritize client care using evidence based practice independently. | | | | |
| Evaluate existing practices and seek creative approaches to problem solving. | | | | |
| 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. | | | | |
| Incorporate ethical behaviors and confidentiality when caring for clients. | | | | |
| Assume responsibility and accountability for delivering safe client care. | | | | |
| Deliver nursing care within the scope of nursing practice. | | | | |
| Evaluate professional behaviors in interactions with clients, families and healthcare providers. | | | | |
| Engage in reflective thinking for the purpose of improving nursing practice. | | | | |
| Develop a plan for lifelong learning in the nursing profession. | | | | |
| Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes. | | | | |

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| Assess the common quality measures encountered in clinical practice. | | | | |
| Evaluate technology and information management tools used to identify and prevent potential errors in client care. | | | | |
| Justify fiscal responsibility in the delivery of client care. | | | | |
| Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care. | | | | |
| Compare and contrast the effectiveness of the members of the interdisciplinary team to promote optimal client outcomes. | | | | |
| Participate in the interdisciplinary plan of care to promote optimal client outcomes. | | | | |
| Evaluate communication strategies that are inclusive of various communication and cultural differences. | | | | |
| Evaluate management skills and principles of delegation when working with other members of the health care team. | | | | |
| Reflects at a professional level on individual and team performance. | | | | |

Appendix B

Individual Clinical/Laboratory Plan
Virginia Western Community College
Associate of Applied Science Nursing Program
Laboratory/Clinical Experience

INDIVIDUAL CLINICAL PLAN (ICP)
&
LABORATORY REMEDIATION PLAN (LRP)

_____ has not demonstrated passing behavior in Clinical Experience.

Nature of the problem:

- _____ Disrespectful or unprofessional clinical behaviors
- _____ Unprepared for Lab/clinical (e.g., lack of preparation, dress code violations, etc.)
- _____ Unsafe Lab/clinical practice (e.g., med errors, inability to perform skills, practice outside
scope as a student nurse, patient safety violations, etc)
- _____ Inability to communicate effectively or appropriately with patients, families, faculty,
peers, or agency staff
- _____ Repeated tardiness
- _____ Repeated deficiencies in written work
- _____ Smoking while in uniform
- _____ Other (please identify):

Expanded description of the problem(s):

In order for the above student to meet the course objectives and pass the course, the following behavior(s) must be demonstrated in the *established timeline*:

This plan is mutually developed and agreed upon by:

Student _____

Date _____

Faculty _____

Date _____

Faculty Notes on Progress: When a Clinical Remediation Plan is instituted; the student and faculty should meet on a **weekly basis** to evaluate progress and the faculty will keep this record in the student's assigned folder. Record faculty notes regarding meetings below:

- Disciplinary Actions:
1. Individual Care Plan
 2. Sent Home From Lab/Clinic
 3. Must see Program Director for further disciplinary Actions

Overall Evaluation (based on established timeframe)

Resolution: Once Plan has been completed, faculty and the student will sign below:

Student

Date

Faculty

Date