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Section I:
General Information for Nursing Students

HISTORY OF THE NURSING PROGRAM

The Nursing Program at Vance-Granville Community College was originally established in 1971 as a practical nurse program. In 1983 the expansion of the program saw the beginning of the Associate Degree program. In 1998 a practical nursing program was re-established as a stand alone program.

NURSING PHILOSOPHY FOR ASSOCIATE DEGREE NURSING (A45100) & LICENSED PRACTICAL NURSING (D45660)

The nursing faculty of Vance-Granville Community College, in support of the philosophy, purpose and objectives of the College, believes that it is the purpose of this program to produce advanced beginning practitioners (Benner, 2001, p. 22) for entry level practice in the registered nurse and practical nurse roles. Practical Nursing education prepares graduates to assume the roles of provider of care and member within the discipline of nursing. Associate Degree Nursing education prepares graduates to assume the roles of provider of care, manager of care and member within the discipline of nursing. Within these roles are specific core competencies that are essential to the work of the entry-level nurse.

For the associate degree nurse, the faculty has adopted the core competencies recommended by the National League for Nursing (NLN, 2000). These core competencies are: professional behaviors, communication, assessment, clinical decision-making, caring interventions, teaching and learning, collaboration, and managing care. For the practical nurse, the faculty has adapted applicable NLN core competencies. These core competencies are: professional behaviors, communication, assessment, clinical decision-making, caring interventions, and teaching and learning. In defining these core competencies the faculty believes that:

- Professional behaviors within nursing practice are characterized by following standards of professional practice, demonstrating accountability for one's own actions and behaviors, practicing within a legal, ethical and regulatory framework and participating in life-long learning.
- With effective communication, the graduate establishes trusting relationships through caring, compassion, and cultural awareness. Effective communication is characterized by exchanging information: verbally, non-verbally, in writing and/or through informatics and with the client and interdisciplinary team.
- Comprehensive assessment is on-going and provides a holistic view of the client. Using data collected from multiple sources, the graduate determines the client's health status and establishes a foundation for provision of nursing care.
- Clinical decisions are based on the comprehensive nursing assessment, evidence-based nursing knowledge, and influences of continuous quality improvement. Using clinical decision-making, the graduate arranges the accurate, patient-centered, safe delivery of care which moves the client towards health.
- Caring interventions are primary, secondary, and tertiary prevention strategies. Caring is a helping process where client-centered and safe care is delivered. This process creates an environment where client choices, related to their developmental level and their socio-cultural values and beliefs, are respected.

- Teaching/counseling encompasses the provision of health education to facilitate informed decision-making and achieve health, in collaboration with the client and interdisciplinary team.
- Collaboration is the shared planning, decision-making, problem solving, goal setting, and assumption of responsibilities by those who work together in order to move the client towards health. The nurse's role in collaboration is to function as advocate, coordinator and member of the interdisciplinary team.
- Effective management of care is accomplished through planning, organizing, directing and prioritizing. The nurse will utilize the available human, physical, and technological resources in a cost efficient manner to facilitate the access of health care resources within and across health care settings.

The faculty believes that within these core competencies, those recommended by the Institute of Medicine in "Health Professions Education," i.e. patient-centered care, work in interdisciplinary teams, employment of evidence-based practice, application of quality improvement, and utilization of informatics, are included (IOM, 2003, p. 45).

A modified systems theory based on Betty Neuman's model is used as the organizing framework for the development and implementation of the nursing curriculum. The model provides an understanding of basic nursing concepts: the client, the environment, health and nursing (Neuman & Fawcett, 2002, p. 4).

The client, or recipient of nursing care, is an open system, composed of five interacting, interdependent and ever changing variables: physiological, psychological, developmental, socio-cultural and spiritual. The client can be an individual, family, group or community. The client constantly interacts with and is affected by the environment. Any changes in any of the five variables and/or the environment affect the total system. These changes occur throughout the client's development.

Environment is defined as "all internal and external factors or influences surrounding the client." The internal environment is "all forces or interactive influences internal to or contained solely within the boundaries of the defined client." Examples include a conditioned response or an autoimmune response. The external environment is "all forces or interactive influences external to or existing outside the defined client." Examples include role expectations and communication patterns (Neuman & Fawcett, 2002, p. 18).

Health is a dynamic state of well-being where there is stability and optimal function within and among the five client variables and the environment throughout all stages of life from birth to death. Optimal function refers to the best possible health state at a given point in time. The client is healthy when he is able to maintain stability and optimal function even when there are changes in the five variables/and or the environment. Disease is just one type of change. Illness

is defined as instability in the system or less than optimal function. Health and illness are socially and individually defined concepts.

Nursing is a dynamic practice profession, ever-evolving and reshaping itself in response to influences of continuous quality improvement, public policy and technological, societal and economic changes (Watts, 2006). Nursing is a helping process involving the unique application of evidence-based knowledge and skills within the context of a professional, caring relationship to improve client outcomes. The role of the nurse is to utilize the nursing process in collaboration with the client and the interdisciplinary health care team as partners to design, implement and evaluate client-centered interventions to achieve health through primary, secondary and tertiary prevention strategies. Primary prevention strategies are actions required to retain system stability and optimize function. Secondary prevention strategies are actions required to re-establish system stability and optimize function. Once system stability is established, tertiary prevention strategies are actions required to maintain system stability and optimize function.

Nursing education is the systematic and progressive communication of knowledge and skills in the discipline of nursing. Nursing education should occur in institutions of higher learning with access to general education. Nursing education incorporates biological, psychological, and social sciences with an emphasis in nursing knowledge. The goal of nursing education is to prepare individuals for entry-level, competent nursing practice and to facilitate their commitment to and value of continuous learning, professional accountability and professional involvement.

Learning is an active and lifelong process through which an individual acquires, integrates, and applies knowledge, skills, and values. Learning is facilitated when experiences occur in a progressive manner ranging from simple to complex. Learning requires a collaborative partnership between faculty and students. The faculty creates a climate that encourages students to attain their maximum potential by promoting inquiry, critical thinking, accountability and self-evaluation. Students, ultimately responsible for their own learning, are self-directed and actively participate in learning. The faculty functions as educators, facilitators, resource persons, guides, coaches and role models. The faculty recognizes the dignity and worth of the individuals that make up a diverse student population. The faculty strives to provide a broad range of meaningful, learning opportunities that accommodate students' learning styles, previous life experiences, knowledge, and goals. The faculty structures the learning environment so that it promotes mutual respect, acceptance, and support. Through this collaborative process, students can successfully meet their educational goals.

References

- Benner, P. (2001). *From novice to expert: Excellence and power in clinical nursing practice*. New Jersey: Prentice-Hall.
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- The National League for Nursing's Council of Associate Degree Nursing (NLN). (2000). *Educational competencies for graduates of associate degree nursing programs*. New York: National League for Nursing
- Neuman, B & Fawcett, J. (2002). *The Neuman systems model* (4thed.). New Jersey: Prentice-Hall.
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PURPOSE AND OBJECTIVES FOR ASSOCIATE DEGREE NURSING (A45100) & LICENSED PRACTICAL NURSING (D45660)

ADN Program Objectives

1. The graduate will value professional behaviors within nursing practice.
2. The graduate will perform effective communication in his/her practice.
3. The graduate will analyze assessment data collected from a comprehensive assessment of the client system.
4. The graduate will determine clinical decisions based on the comprehensive nursing assessment, evidence-based nursing knowledge, and influences of continuous quality improvement.
5. The graduate, as a client advocate, will modify caring interventions to assist the client to achieve health.
6. The graduate will analyze the teaching/counseling process utilized with the client.
7. The graduate will collaborate with the client and interdisciplinary team.
8. The graduate will manage the care of the client to meet client needs and support organizational outcomes.

LPN Program Objectives

1. The graduate will function within the legal boundaries of licensed practical nurse practice and accept responsibility for individual nursing actions, competence and behavior.
2. The graduate will communicate effectively with the client, family and health care team verbally and through written documentation.
3. The graduate will collect data from relevant resources regarding the five variables (physiological, psychological, sociocultural, developmental, and spiritual) of the client's life according to structured guidelines.
4. The graduate will participate in planning by utilizing resource data and suggesting goals and evidence based interventions for review by the licensed professional*.
5. The graduate, as a client advocate, will safely implement nursing care according to the established plan of care.
6. The graduate will participate in the evaluation of the plan of care for the review by the qualified health professional*.
7. The graduate will provide accurate and consistent information and guidance to clients according to established teaching plan/protocol.

*A qualified professional as defined by the NCBON is the Registered Nurse, physician, or other qualified professional licensed to practice in North Carolina.

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**COURSE SEQUENCE FOR ASSOCIATE DEGREE NURSING CURRICULUM
(A45100)**

| Semester 1 | | | Credit | Class | Lab | Clinical |
|------------|-----|----------------------|--------|-------|-----|----------|
| NUR | 110 | Nursing I | 8 | 5 | 3 | 6 |
| BIO | 168 | Anat. & Physiology I | 4 | 3 | 3 | 0 |
| ENG | 111 | Exp. Writing | 3 | 3 | 0 | 0 |
| NUR | 117 | Pharmacology | 2 | 1 | 3 | 0 |

Semester 2

| | | | | | | |
|-----|-----|-----------------------|---|---|---|---|
| NUR | 120 | Nursing II | 8 | 5 | 3 | 6 |
| BIO | 169 | Anat. & Physiology II | 4 | 3 | 3 | 0 |
| BIO | 155 | Nutrition | 3 | 2 | 2 | 0 |
| PSY | 150 | General Psychology | 3 | 3 | 0 | 0 |

Semester 3

| | | | | | | |
|-----|-----|-------------------------|---|---|---|---|
| NUR | 130 | Nursing III | 7 | 4 | 3 | 6 |
| ENG | 112 | Argument Based Research | 3 | 3 | 0 | 0 |
| PSY | 241 | Dev. Psychology | 3 | 3 | 0 | 0 |

Semester 4

| | | | | | | |
|-----|-----|----------------------|----|---|---|----|
| NUR | 210 | Nursing IV | 10 | 5 | 3 | 12 |
| HUM | | Student Choice | 3 | 3 | 0 | 0 |
| BIO | 175 | General Microbiology | 3 | 2 | 2 | 0 |

Semester 5

| | | | | | | |
|-----|-----|-----------------------|----------|---|---|----|
| NUR | 220 | Nursing V | 10 | 4 | 3 | 15 |
| NUR | 233 | Leadership in Nursing | <u>2</u> | 2 | 0 | 0 |

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COURSE SEQUENCE FOR PRACTICAL NURSING CURRICULUM (D45660)

| Semester 1 | | | Credit | Class | Lab | Clinical |
|------------|-----|-----------------------|-----------|-------|-----|----------|
| NUR | 101 | Practical Nursing I | 11 | 7 | 6 | 6 |
| BIO | 106 | Intro. To A & P | 3 | 2 | 2 | 0 |
| NUR | 117 | Pharmacology | 2 | 1 | 3 | 0 |
| BIO | 155 | Nutrition | 3 | 3 | 0 | 0 |
| Semester 2 | | | | | | |
| NUR | 102 | Practical Nursing II | 12 | 8 | 0 | 12 |
| ENG | 111 | Exp. Writing | 3 | 3 | 0 | 0 |
| PSY | 110 | Life Span Development | 3 | 3 | 0 | 0 |
| Semester 3 | | | | | | |
| NUR | 103 | Practical Nursing III | <u>10</u> | 6 | 0 | 12 |
| | | | 47 | | | |

NURSING PHILOSOPHY FOR ASSOCIATE DEGREE NURSING (A45110)

The Associate Degree Nursing program supports the mission of the North Carolina Community College System and the mission of Vance-Granville Community College. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing healthcare needs of the service area and to promoting the development of qualified students prepared for the professional role of registered nurse at the entry level. Graduates of this program meet the education requirements to take the National Council Licensure Examination (NCLEX-RN). The philosophy of the Associate Degree Nursing (ADN) Program is derived from statements about health, quality of life, achievement of potential, the individual, environment, healthcare and nursing. The goal of nursing faculty is to promote the highest quality of nursing care to the individual through ADN education. The aim is to facilitate health, quality of life and achievement of potential for the individual.

The graduate of the Associate Degree Nursing program of Vance-Granville Community College is prepared to meet the educational competencies defined by the National League for Nursing and the Nursing Practice Act of North Carolina. The practice of nursing is directed toward meeting the health care needs of individuals throughout their lifespan. The ADN prepared nurse's role is characterized by evidence-based clinical practice with the provision of care for individuals in structured settings. The ADN graduate demonstrates the competencies identified by the National League for Nursing (2000) and the Institute of Medicine (2003) to provide nursing care.

The National League for Nursing (2000) identifies these competencies as:

1. Professional behaviors
2. Communication
3. Assessment
4. Clinical decision making
5. Caring interventions
6. Teaching and learning
7. Collaboration
8. Managing care

According to the Institute of Medicine (2003), nurse graduates should be able to:

1. Provide patient-centered care;
2. Work in interdisciplinary teams;
3. Employ evidence-based practice;
4. Apply quality improvement; and
5. Utilize informatics.

Associate Degree Nurse Education

Nursing education at the Associate Degree level is a process that facilitates changes in behavior, the acquisition of knowledge, skills, and attitudes necessary to function in the role of the entry-level registered nurse. The curriculum, as adopted by the North Carolina Community College System, is conceptually based and founded on principles of adult and collaborative learning. Basic assumptions include self-direction, utilizing adult experience, and problem and activity-centered learning. The curriculum incorporates evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning.

Learning is a continuous process that results in a change of behavior and occurs when the student is challenged and motivated to enhance personal knowledge. Teaching and learning are an interactive process between teacher and learner. Learning is about making connections and occurs from simple to complex. The responsibility of the faculty of Vance-Granville Community College Associate Degree Nursing Program is to facilitate the student's understanding and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and developing the knowledge, skills, and attitudes necessary to provide quality individual centered nursing care. At the completion of the curriculum, the student will practice nursing within the healthcare system to help the individual achieve the outcomes of quality of life, achievement of potential, and health.

Conceptual Framework

The domains of the individual, healthcare, and nursing provide the conceptual framework that guides the Associate Degree Nursing curriculum. Concepts are organized within each of these domains. The student must attain mastery of each domain in order to successfully complete the curriculum.

A modified systems theory based on Betty Neuman's model is used as the organizing framework for the development and implementation of the nursing curriculum. The model provides an understanding of basic nursing concepts: the client-individual, the environment, health and nursing (Neuman & Fawcett, 2002).

Definitions

Individual

The individual is a complex, multidimensional, unique, and significant being who possesses inherent value and worth. The individual is a member of a family, a community, and a culturally diverse society. All individuals have interdependent, dynamic physiological (biophysical), psychological, socio-cultural (social functioning), spiritual, and developmental variables that contribute to health, quality of life, and achievement of potential. Changes in any of the five variables may affect the individual throughout his/her lifespan. In order to provide and manage care, nurses must view the individual as the center of any nursing activity.

Environment

The individual constantly interacts with and is affected by the environment. Environment is defined as “all internal and external factors or influences surrounding the client [individual]” (Neuman & Fawcett, 2002, p. 18). Changes in the environment may affect the individual throughout his/her lifespan. The nurse may assist the individual to alter aspects of the environment or to utilize coping mechanisms to adapt to these changes.

Health

Health is a dynamic state of well-being where there is stability and optimal function within and among the five variables and the environment throughout all stages of life from birth to death. Optimal function refers to the best possible health state at a given point in time. The individual is healthy when he/she is able to maintain stability and optimal function even when there are changes in the five variables and/or the environment. Illness is defined as instability in the system or less than optimal function. Each individual’s health is based on his/her cultural perceptions and beliefs of health and illness. The nurse may assist the individual in preventing illness, promoting and restoring health, and achieving a dignified death.

Nursing

Nursing is a dynamic practice profession, ever-evolving and reshaping itself in response to influences of continuous quality improvement, public policy and technological, societal and economic changes (Watts School of Nursing, 2006). Nursing is a science and an art involving the unique application of evidence-based knowledge and skills within the context of a professional, caring relationship to improve individual outcomes. The role of the nurse is to utilize the nursing process in collaboration with the individual and the interdisciplinary health care team to provide care to the individual. The nursing process includes assessment, diagnosis, planning, implementation, and evaluation. Nursing care is focused on individual-centered interventions to achieve health through primary, secondary and tertiary prevention strategies (Neuman & Fawcett, 2002).

Quality of Life

Quality of life is defined as an individual’s satisfaction with his or her life and general sense of well-being. It is affected by the five variables including physiological, psychological, socio-cultural, spiritual, and developmental. The nurse may assist the individual in promoting quality of life.

Achievement of Potential

Achievement of potential is the individual’s growth toward attaining one’s optimal function and quality of life. It is affected by the individual’s choices, perceptions, personal goals, life experiences, and holistic health. The nurse may assist the individual in achieving his/her potential.

References

- Institute of Medicine. (IOM). (2003). *Health professions education: A bridge to quality*. Washington, DC: The National Academics Press
- Neuman, B., & Fawcett, J. (2002). *The Neuman systems model* (4thed.). New Jersey: Prentice-Hall.
- The National League for Nursing's Council of Associate Degree Nursing. (NLN). (2000). *Educational competencies for graduates of associate degree nursing programs*. New York: Author.
- Watts School of Nursing. (2006). *Watts school of nursing student catalog*. Durham, NC: Author.

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EDUCATIONAL OUTCOMES FOR ASSOCIATE DEGREE NURSING (A45110)

Upon completion of the Associate Degree Nursing Program, the graduate will upon licensure

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
3. Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.
4. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
5. Implement caring interventions incorporating documented best practices for individuals in diverse settings.
6. Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles.
7. Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes.
8. Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.

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COURSE SEQUENCE FOR ASSOCIATE DEGREE NURSING CURRICULUM
(A45110)

| Course No. | Course Title | Lecture | Lab | Clinical | Credit |
|---------------------------------|--------------------------|---------|-----|----------|--------|
| FIRST SEMESTER (Fall) | | | | | |
| NUR 111 | | 4 | 6 | 6 | 8 |
| BIO 168 | Anatomy & Physiology I | 3 | 3 | 0 | 4 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| SECOND SEMESTER (Spring) | | | | | |
| NUR 113 | <i>(first 8 weeks)</i> | 3 | 0 | 6 | 5 |
| NUR 112 | <i>(second 8 weeks)</i> | 3 | 0 | 6 | 5 |
| NUR 212A | | 1.5 | 0 | 3 | 2.5 |
| BIO 169 | Anatomy & Physiology II | 3 | 3 | 0 | 4 |
| THIRD SEMESTER (Summer) | | | | | |
| BIO 175 | Microbiology | 2 | 2 | 0 | 3 |
| ENG 112 | Argument-Based Research | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| FOURTH SEMESTER (Fall) | | | | | |
| NUR 114 | <i>(first 8 weeks)</i> | 3 | 0 | 6 | 5 |
| NUR 211 | <i>(second 8 weeks)</i> | 3 | 0 | 6 | 5 |
| NUR 212B | | 1.5 | 0 | 3 | 2.5 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 3 |
| FIFTH SEMESTER (Spring) | | | | | |
| NUR 213 | | 4 | 3 | 15 | 10 |
| HUM Elective* | | 3 | 0 | 0 | 3 |

* with exception of foreign language prefix with # 110, 111, or 112

TOTAL: 69

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NURSING DEPARTMENT FACULTY

Hill, Renee – Director of Nursing Programs
Education: MA, NC State University
Office: 5241
Phone: 252-738-3222
Email: hill@vgcc.edu

Capps, Vonda - Lead Instructor for NUR 220 and NUR 233
Education: MSN, East Carolina University
Office: 5245
Phone: 252-738-3307
Email: capps@vgcc.edu

Davis, Francine - Nursing Instructor
Education: M.P.H., UNC School of Public Health
Office: 5240
Phone: 252-738-3434
Email: davisf@vgcc.edu

Holloway, Jenny – Nursing Instructor
Education: B.S.N., University of Pennsylvania, Edinboro
Office: 5236
Phone: 252-738-3439
Email: hollowayj@vgcc.edu

Jastrow, Erica – Lead Instructor for NUR 210
Education: MSN, UNC – Greensboro
Office: 5239
Phone: 252-738-3457
Email: jastrow@vgcc.edu

Marcom, Camella – Lead Instructor for NUR 111
Education: MSN, University of Phoenix
Office: 5248
Phone: 252-738-3281
Email: marcom@vgcc.edu

Medlin, Gail – Practical Nursing Program Coordinator
Education: BSN, UNC – Chapel Hill
Office: 5238
Phone: 252-738-3451
Email: medlin@vgcc.edu

O'Quinn, Heather – Lab Coordinator

Education: BSN, Barton College
Office: Maria Parham Simulation Lab
Phone: 252-436-1362
Email: oquinnh@vgcc.edu

Orsini, Maria – Nursing Instructor

Education: MSN, University of Phoenix
Office: 5246
Phone: 252-738-3303
Email: orsinim@vgcc.edu

Wilson, Anna – Nursing Instructor

Education: MSN, UNC – Greensboro
Office: 5233
Phone: 252-738-3483
Email: wilsona@vgcc.edu

Wood, Debbi – Lead Instructor for NUR 112

Education: MSN, University of Pennsylvania
Office: 5235
Phone: 252-738-3248
Email: wood@vgcc.edu

FACULTY EXPECTATIONS

The Nursing Faculty hold high expectations of students enrolled in the nursing programs. Successful students must master the theory content & clinical objectives of the courses they take and must master the skills and knowledge necessary for successful and safe nursing practice upon graduation. Every course in the program stresses the mastery of critical thinking – the ability to analyze, synthesize, and evaluate knowledge. Nursing Faculty, as well as Student Services, is available to support nursing students in meeting these expectations.

ESSENTIAL FUNCTIONS REQUIRED OF A NURSING STUDENT

Physical and Emotional Standards

To be able to provide safe and effective nursing care to patients, nursing students must maintain and demonstrate the following skills/ability:

1. **Critical Thinking**
Shows appropriate judgment based on facts, data, clinical experience and previous learning. Able to identify cause and effect relationships in clinical situations; collect and analyze data and engages in problem solving; develops (ADN) or participates in (PN) development of nursing care plans. Cognitive abilities intact: oriented to person, time and place with good memory function. Ability to organize multiple aspects of care.
2. **Interpersonal Skills**
Demonstrates interpersonal and communication skills that are helpful, therapeutic, and appropriate when interacting with colleagues, faculty, patients and families from various cultural, social and educational backgrounds. Establishes rapport with patients, families and members of the health care team.
3. **Communication Skills**
Communicates effectively and appropriately both verbally and in written form, using appropriate spelling, punctuation, grammar, and abbreviation. Able to explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient responses.
4. **Mobility**
Physical ability to move from room to room and maneuver in small, limited spaces; stand and walk for extensive periods of time without developing shortness of breath or pain. Examples: Walk frequently from work station to patient rooms and back; moves about easily in patient room, work spaces and treatment areas without assistive devices such as canes, walkers, etc.
5. **Motor Skills**
Gross and fine motor abilities to provide safe and effective nursing care. Examples: CPR certification, perform nursing skills deftly.
6. **Hearing**
Auditory ability demonstrates accuracy in assessment and monitoring of health needs. Examples: Hear alarms on monitors, emergency signals, auscultatory sounds, cries for help, noises in patient rooms that require quick and timely response.

7. **Visual**
Ability sufficient for observation, assessment and administration of safe, accurate patient care. Examples: Observe patient responses, specimen colors, administer medications and IV fluids accurately, calibrate equipment accurately, maintain sterile technique and/or isolation procedures accurately, and read data, orders and, directions.
8. **Weight-Bearing**
Able to lift and manipulate 50 pounds on a regular, daily basis. Position, lift, transfer patients safely.
9. **Tactile**
Sufficient for assessment and care delivery. Perform palpation, and other functions of physical exams. Able to accurately manipulate equipment to perform procedures safely, like catheterization, detect peripheral pulses accurately, and note heat or cold accurately.

Risk Hazards/Physical Job Demands of the Nurse

| ACTIVITY | Never | Rarely | Sometimes | Frequently | Always |
|-----------------------------------|-------|--------|-----------|------------|---------|
| | 0-5% | 5-10% | 10-40% | 40-75% | 75-100% |
| Standing | | | | | x |
| Walking | | | | | x |
| Sitting | | | | x | |
| Lifting 10 lbs maximum | | | | | x |
| 20 lbs max. up to 10 lbs. freq. | | | | | x |
| 50 lbs. max. up to 25 lbs. freq. | | | | | x |
| 100 lbs. max. up to 50 lbs. freq. | | | | | x |
| 100 lbs. 50 lbs. or more freq. | | | | | x |
| Pushing/Pulling 10 lbs. max. | | | | | x |
| 20 lbs max. up to 10 lbs. freq. | | | | | x |
| 50 lbs. max up to 25 lbs. freq. | | | | | x |
| 100 lbs. max up to 50 lbs. freq | | | | | x |
| 100 lbs., 50 lbs. or more freq. | | | | | x |
| Balancing | | | | x | |
| Stooping | | | | x | |
| Kneeling | | | | | x |
| Crouching | | | | x | |
| Crawling | | | | x | |
| Twisting | | x | | | |
| Bending | | | | x | |
| Reaching: Overhead | | | | | x |
| In front of body | | | | | x |
| Handling | | | | | x |
| Fingering | | | | | x |
| Feeling | | | | | x |
| Talking: Ordinary | | | | | x |
| Other (Describe) | | | | | x |
| Hearing: Ordinary Conversation | | | | | x |
| Other Sounds | | | | | x |
| Vision/Acuity: Near, 20" or less | | | | | x |
| Far, 20 ft. or more | | | | | x |
| Depth Perception - 3 dim. | | | | | x |
| Sharpness of Vision/Focus | | | | | x |
| Color Vision | | | | | x |
| Field of Vision: Entire scope | | | | | x |
| Environmental Conditions: In | | | | | x |
| Outside | x | | | | |
| Both | x | | | | |
| Dust | x | | | | |
| Fumes | x | | | | |

| | | | | | |
|-----------------------------|--|--|--|---|---|
| Hazards: Bio-Hazardous Mat. | | | | | x |
| Blood and Body Fluids | | | | | x |
| Chemical Exposure | | | | | x |
| Chemotherapy | | | | | x |
| Electrical | | | | x | |
| Infectious Diseases | | | | | x |
| Mechanical | | | | | x |
| Radiation | | | | | x |
| Sharps | | | | | x |
| Other(List/Describe) | | | | | |
| Frequency of Safety Goggles | | | | x | |
| Frequency of Glove Usage | | | | | x |

STUDENT RESPONSIBILITIES

All students are responsible for the proper completion of their academic program, for familiarity with all VGCC graduation requirements, for maintaining the Quality Point Average required and knowing their academic standing, and for meeting all other degree requirements. Advisors and counselors are available to all students, but final responsibility for meeting program and graduation requirements remains with the students.

ACADEMIC INFORMATION

The VGCC grading system operates on the belief that each student has the right to know the basis on which he/she will be graded. The following grading symbols are used:

| <u>Grade</u> | <u>Definition</u> | <u>Quality Points</u> |
|--------------|---------------------------|-----------------------|
| A | 90-100 | 4 |
| B | 80-89 | 3 |
| C | 70-79 | 2 |
| D | 60-69 | 1 |
| F | 60-Below | 0 |
| I | Incomplete (No Credit) | * |
| P | Pass/Fail Grade | * |
| R | Reschedule | * |
| X | Audit (No Credit) | * |
| W | Officially Withdrew | * |
| WA | Administrative Withdrawal | * |
| T | Transfer Credit | * |
| CE | Credit By Examination | * |

Grade Point Average (G.P.A.) Calculation

G.P.A. is the total of quality points earned divided by the total number of credit hours attempted. Each letter grade earns the following numerical value:

| | | |
|--------------|--------------|--------------|
| A = 4 points | C = 2 points | F = 0 points |
| B = 3 points | D = 1 point | |

For an example of computing the student's GPA, take the following steps:

| | | |
|---------|------------------------|------------------|
| PSY 150 | General Psychology | 3 credits |
| BIO 168 | Anatomy & Physiology I | 4 credits |
| NUR 110 | Nursing I | 8 credits |
| NUR 117 | Pharmacology | <u>3 credits</u> |
| | | 18 credits |

| | | | |
|---------|-------|-------|--------------------------|
| PSY 150 | B (3) | 3 x 3 | 9 quality points |
| BIO 169 | C (2) | 4 x 2 | 8 quality points |
| NUR 110 | B (3) | 8 x 3 | 24 quality points |
| NUR 117 | A (4) | 3 x 4 | <u>12 quality points</u> |
| | | | 53 quality points |

53 divided by 18 equals 2.94 G.P.A.

REPEATING COURSES

A course taken at VGCC may be retaken in order to raise the grade. *See VGCC's College Catalog for "Repeating Courses".*

CHANGE OF MAJOR

There are times when a student's aptitude and interest may be better served by a change of curriculum. *See VGCC's College Catalog for "Change of Major".*

TUITION AND FEES

Tuition rates and fees are set by the North Carolina Legislature and are subject to change without notice.

| | | |
|---|-----------------|---------------------|
| CURRICULUM TUITION: | Costs per Term | |
| | In-State | Out-of-State |
| 16 or more credit hours | \$800.00 | \$3732.80 |
| See College Catalog for a breakout of fees per hour for less than 16 hours. | | |

Note: For financial aid purposes, 12 credit hours or more is considered full time.

| | | |
|---|-----------------|---------------------|
| CURRICULUM STUDENT ACTIVITY FEE: | Costs per Term | |
| Fall and Spring Terms | In-State | Out-of-State |
| 12 or more credit hours | \$22.00 | \$22.00 |
| 1 – 11 hours | \$17.00 | \$17.00 |
| Summer Term | No Charge | No Charge |

| | | |
|---|-----------------|---------------------|
| TECHNOLOGY FEE: | Costs per Term | |
| Fall, Spring, And Summer Terms | In-State | Out-of-State |
| 12 or more credit hours | \$12.00 | \$12.00 |
| See College Catalog for a breakout of fees per hour for less than 16 hours. | | |
| Summer Term | No Charge | No Charge |

| | | |
|---------------------------------------|-----------------|---------------------|
| PARKING FEE: | Costs per Term | |
| Fall, Spring, And Summer Terms | In-State | Out-of-State |
| | \$ 2.00 | \$ 2.00 |

| | | |
|--------------------------|-----------------|---------------------|
| TESTING FEE*: | Costs per Term | |
| ADN Program | In-State | Out-of-State |
| 1 st Semester | \$144.00 | \$144.00 |
| 2 nd Semester | \$93.00 | \$93.00 |
| 3 rd Semester | \$93.00 | \$93.00 |
| 4 th Semester | \$93.00 | \$93.00 |
| NCLEX Review Course | \$325.00 | \$325.00 |

| | | |
|--------------------------|-----------------|---------------------|
| LPN Program | In-State | Out-of-State |
| 1 st Semester | \$142.00 | \$142.00 |
| 2 nd Semester | \$88.00 | \$88.00 |
| 3 rd Semester | \$88.00 | \$88.00 |
| NCLEX Review Course | \$200.00 | \$200.00 |

| | | |
|--------------------------|-----------------|---------------------|
| GRADUATION FEE**: | Costs per Term | |
| ADN Program | In-State | Out-of-State |
| 4 th Semester | \$ 15.00 | \$ 15.00 |
| LPN Program | In-State | Out-of-State |
| 2nd Semester | \$ 15.00 | \$ 15.00 |

*Testing Fee

The Nursing Faculty is committed to the success of all the VGCC Nursing Students. In order to do that, all students will be required to purchase testing materials each semester. These materials will enhance students' learning, give them ample opportunities to review content and test their abilities at academic achievement. Every semester, each student will incur charges onto their account which coincides with registration and tuition. Payment of these fees is mandatory. You will then receive testing materials and online access to multiple exams and review questions. The testing company is Assessment Technologies Institute, LLC or ATI. You may explore their internet site at www.atitesting.com. The fees may be paid by scholarship and/or financial aid funds as well as out of pocket.

**Graduation Fee

A graduation fee of \$15.00 per degree or diploma will be due and payable to the Business Office once a curriculum student applies for a degree or diploma and is approved by the Registrar's Office that he/she is eligible for graduation. The fee covers the cost of the diploma and other graduation expenses not paid for by the College or the State. An additional fee is paid to the Bookstore for cap and gown and invitations.

FINANCIAL AID

Financial aid assistance is available in a variety of forms to help students who meet the financial need criteria for eligibility. Questions concerning financial aid should be directed towards the Financial Aid Office.

APPLICATION FOR GRADUATION

Graduation exercises to award degrees and diplomas are held once a year – in May.

It is the responsibility of the student to make application for graduation by established due dates (See “Student Calendar” or web site for dates to apply). The student should first see the Nursing Director to: (1) determine status in regard to completion of curricular requirements; (2) obtain an Application for Graduation form; and (3) make an appointment with the Registrar.

When this form has been completed by the student and signed by the advisor, the student meets with the Registrar, who will certify the student for graduation when all graduation requirements have been met. The graduation fee must be paid at this time.

GRADUATION REQUIREMENTS

To be eligible for graduation a student must:

1. Have all official high school and post-secondary transcripts on file with the Admissions/Records Office at VGCC.
2. Successfully complete his/her course of study.
3. Earn a cumulative quality point average of 2.0 on all work attempted that is applicable toward graduation.
4. Have no outstanding balance due to the Business Office. (No degree, diploma, certificate, or transcript of a record will be issued to a student who has not made satisfactory settlement with the Business Office for all indebtedness to the College.)
5. Have submitted an Application for Graduation form, signed by the academic advisor, to the Registrar’s Office.
6. Pay graduation fee at the Business Office.

HONORS POLICY

Awards are made to nursing students who show excellence in the program. Students graduating with a GPA ≥ 3.5 are recognized at the Pinning Ceremony. In addition, the student of the graduating class who achieves the highest GPA is individually recognized at the Pinning Ceremony. The names of the recipients for these awards are displayed in the Nursing laboratory.

Revision Date: May 2009

PINNING

The Pinning Ceremony is the culmination of hard work and perseverance in the Practical and Associate Degree Nursing Programs. This event is a tradition in the profession of nursing and historically has been a wonderful celebration of success.

In order to create a smooth preparation for each class, the faculty has designed a Pinning Planning Guide.

Pinning Planning Guide

1. General

The nursing students will be responsible for planning the pinning ceremony. The pinning ceremony will take place in the VGCC Civic Center. The date for the pinning ceremony will be determined by the Director of Nursing. A member of the faculty will be assigned as Class Advisor. The Class Advisor will work with the students and approve all plans for the pinning ceremony. Students will begin planning the pinning ceremony at the beginning of their final semester.

2. Funding

Expenses for the pinning ceremony will be paid for by funds collected by the nursing students. These funds may be collected from such sources as class dues and/or fundraising methods. Students may conduct fundraisers once per semester with proper approval.

3. Decorations

The class will decide the type and amount of decorations for the pinning ceremony. All decorations will be funded by the class.

4. Reception

Some classes choose to have a reception following the pinning ceremony. A reception is optional. If the class chooses to have a reception, they are responsible for the food, set-up, and clean-up.

5. Attire

The nursing students are to wear either their school uniform or a white uniform to the pinning ceremony. The students as a class will vote on the attire for the pinning ceremony.

6. Music

The class will decide on the musical selections to be played during the ceremony. Music will be played during the processional, the PowerPoint Slide Show, and during the recessional only. Musical selections must be in good taste. The Faculty Class Advisor and the Director of Nursing will preview and approve the musical selections.

7. Pins

The nursing students are responsible for selecting and purchasing their own pins. VGCC nursing pins are available that are unique to this school. The Faculty Class Advisor will provide information about purchasing VGCC nursing pins. Purchasing pins is not mandatory. In addition, students may purchase other unofficial VGCC nursing pins. The cost for nursing pins varies according to the pin selected by the nursing student.

8. Invitations

Invitations for the pinning ceremony are provided by the VGCC Printshop. The class will decide on the color of paper the invitations are printed on according to the paper available by the VGCC Printshop. Invitations will only be printed in black ink. Each nursing student will receive 10 invitations only to distribute to invited guests. The information for the invitations needs to be given to the Faculty Class Advisor 2 months prior to the pinning ceremony. The Faculty Class Advisor will send out invitations to special guests and the guest speaker, if applicable.

9. Programs

Programs for the pinning ceremony are provided by the VGCC Printshop. The class will decide the color of the paper the programs are printed on according to the paper available by the VGCC Printshop. The layout for the programs and information included on the programs will be designed by the class. The programs will be previewed and approved by the Faculty Class Advisor. The information for the programs needs to be given to the Faculty Class Advisor 2 weeks prior to pinning.

10. PowerPoint Slide Show

The nursing class may design a PowerPoint Slide Show with pictures of the nursing students to be shown during the ceremony. The Slide Show will be limited to 1-2 slides per nursing student. All pictures chosen must be in good taste. The PowerPoint Slide Show will be previewed and approved by the Faculty Class Advisor and the Director of Nursing.

11. Ceremony

During the pinning ceremony, the class may select to have biographies of each student read or the class may select to have a speaker. The class may only choose one or the other.

Biographies will be limited to 2-3 sentences per student. Biographies will include where the student lives, names of family members, and where the student is planning on working (if known). All biographies will be previewed and approved by the Faculty Class Advisor and the Director of Nursing.

If the class chooses to have a speaker, the speaker will sit on the stage with the President of the College and the Director of Nursing. The speaker should plan to speak for approximately 10 minutes.

The President of the College will speak during the Pinning Ceremony.

12. Behavior

The pinning ceremony is a formal event. Nursing students are expected to behave in a professional and mature manner at all times. Participants in the Pinning Ceremony will not chew gum. Inappropriate, vulgar, or rude behavior will not be tolerated and may be subject to disciplinary action by the college.

13. Marshals

PN Program: Three or four incoming Practical Nursing Students will be selected as marshals for the pinning ceremony. The Faculty Class Advisor and the Director of Nursing will select and notify the marshals. The marshals must attend pinning rehearsal. The marshals will perform roles such as handing out programs, ushering in students and faculty, and providing other assistance as needed.

ADN Program: Four to six First Level Nursing Students will be selected as marshals for the pinning ceremony. The students selected will be those with the current highest GPA (Grade Point Average). The Director of Nursing will notify those students selected as marshals. The marshals must attend pinning rehearsal. The roles for the marshals will be determined during pinning rehearsal.

14. Other Faculty

Faculty of the Nursing Department may be asked to perform roles during the pinning ceremony. These may include reading the biographies, reading the nursing pledge, placing the pins on the nursing students, reading the story of the lamp, or awards presentation. The Faculty Class Advisor will assist the class in selecting Faculty to participate. The Faculty Class Advisor will let the appropriate Faculty members know the role for which they have been selected as soon as possible.

15. Other Students

ADN Program: All First Level Students are expected to attend the pinning ceremony. Business attire will be worn. The students will assist in the set-up, clean-up and serving of refreshments, if there is a reception. Other duties may be determined for the First Level Students.

NCLEX EXAMINATION

Upon graduation, the Nursing Director (or designee) must recommend a student as a candidate for the National Council Licensure Examination for Registered or Licensed Practical Nurses based on academic achievement and professional behavior.

Successful completion of the VGCC nursing program does not guarantee eligibility to write the state examination required for licensure as a registered or licensed practical nurse. Each applicant is considered individually by the N.C. Board of Nursing. Eligibility for licensure may be denied for several reasons including (but not limited to) previous conviction of a felony, mental and/or physical disability, drug abuse, illegal distribution of drugs, fraudulent behavior in obtaining licensure, and/or other considerations (See N.C. General Statutes Chapter 90-171.37 Nursing Practice Act). Criminal background checks are required by the NC Board of Nursing prior to licensure.

ADVANCED DEGREES

LPN-ADN Completion Track Available starting Summer 2010)

As a licensed practical nurse, a person may apply for entry into the ADN program.

Licensed Practical Nurses interested in returning to school for the LPN to ADN Completion Track must submit an official transcript and may need to provide a syllabus for transfer courses. Applicants must have proof of a valid Practical Nurse License and currently have worked in the field as a Practical Nurse for at least six months prior to admission. All applicants will take the ACEI Foundations Exam. A minimum of 80% decision score is required to be considered for the LPN to ADN Completion Track. The ACEI will be given only four times per year (scheduled by the pre-health counselor). A fee of \$60 will be charged. The exam must be paid for and scheduled at least three weeks in advance of the actual exam date. If a decision score of 80% is not reached, an applicant can apply for generic entry into the Associate Degree Nursing Program. All ACE exams are administered only on the main campus. Students may only take the ACE I Foundations exam one time. Further requirements for admission include that all BIO-prefix classes previously taken must have been completed within five years prior to the most recent application to the College. All applicants must have a GPA of 2.5 (program specific) or higher to be considered for admission. All applicants must successfully complete the computer competency exam offered to nursing students to be considered for admission. All applicants must complete the TEAS exam.

The TEAS study guide may be purchased in the bookstore. The TEAS is offered only on the Main Campus six times per year. The applicant can only take the TEAS three times total. A points allocation formula will be used to rank the applicants for admission utilizing the highest Composite TEAS score, BIO 168 grade, GED/AHDS/HS QPA rank, and County of residence. The applicants with the highest ranking will be eligible for admission. In case of a tie, the date of application will be used to break the tie. All admissions are based on space available. Once admitted the nursing course sequence will include NUR214, NUR221, and NUR223.

Baccalaureate Degree

If you plan to transfer to a four-year institution for a B.S.N. degree, the General Education courses will transfer. Mobility plans are available from the Director of Nursing for several schools in the state.

TRANSCRIPT

A student's official transcript is a record of the student's entire academic history within this institution. When an official request in writing is made by the student, transcripts of the student's record will be sent to other colleges, universities, employers, and to the student. A fee of \$2.00 will be charged for each official transcript requested by the student. *See VGCC's College Catalog for "Transcript Request".*

STUDENT PARKING

All campus students are required to obtain, and properly display, a parking permit. *See VGCC's College Catalog for "Parking".*

Students parking at clinical facilities may have to pay parking fees. Carpooling is recommended to cut down on the cost. Reimbursement can be given to one car per clinical group per semester.

BOOKSTORE

The bookstore is located on first floor in Building #2. You will need your textbooks the first week of classes. Expenses of the Nursing Program vary somewhat from year to year, depending on cost of books and uniforms. Regular hours for the bookstore are:

| | |
|-------------------|-----------------------|
| Monday – Thursday | 7:30 a.m. – 7:30 p.m. |
| Friday | 7:30 a.m. – 1:00 p.m. |

The bookstore will operate under special hours during the first four days of class each semester. These hours will be posted in the bookstore. The bookstore carries various healthcare supplies students may choose to purchase.

LEARNING RESOURCES CENTER – MEDIA CENTER

The Learning Resources Center is open to all students for research, study or leisure reading. A user must register for a borrower's card in order to check out materials from the LRC. Name, address, telephone number, and at least two identification cards are required, one of which is preferably a North Carolina driver's license.

Hours for the LRC are:

FALL AND SPRING HOURS:

Monday through Thursday: 8 a.m. to 9 p.m.

Friday: 8 a.m. to 3:00 p.m.

Saturday: 9 a.m. to 1 p.m.

SUMMER SEMESTER HOURS:

Monday through Thursday: 8 a.m. to 8 p.m.

Friday: 8 a.m. to 3:00 p.m.

CONSUMER INFORMATION

In order to provide complete explanation on items of consumer information the College makes descriptive literature available. *See VGCC's College Catalog for "Consumer Information".*

BREAKS

During each scheduled class of more than one hour in length, breaks will be granted. Timing of breaks is at the discretion of the instructor. Breaks are provided for students' and instructors' convenience. During breaks, please respect those who are in class and refrain from loud talking, laughing, and making unnecessary noise.

EATING FACILITIES

The VGCC Snack Bar is located in the rear of Building #1 on the ground level. It is available for your use during meal breaks. You may go off campus for your meals. You may also bring your meal and eat in the snack bar, outside, or in student lounges in building #2 or building #7.

TOBACCO PRODUCTS

Vance-Granville Community College is committed to providing its students and employees a safe and healthy campus environment. The College recognizes that the use of tobacco products can be detrimental to the health of students, employees, and visitors, and recognizes that it has an obligation to promote a healthy learning and work environment free from unwanted smoke and by-products of tobacco use. Thus, all College campus properties, grounds, and vehicles will become 100% tobacco-free effective August 18, 2009. Students and employees who violate this policy will be subject to appropriate disciplinary action.

Revision Date: July 13, 2009

STUDENT SERVICES PERSONNEL

Student Services

| | |
|---------------------|---|
| Gene Purvis | Vice President of Student Affairs |
| Deborah Sullivan | Administrative Assistant |
| Glenda Bowman | Financial Aid Assistant |
| Daniel Alvarado | Director of Counseling |
| Maria Bailey | Advisor |
| Kathy Ktul | Registrar |
| Frank Clark | Director of Financial Aid |
| Claudette Dickerson | Asst. to the Coordinator of Records/Admissions |
| Lori Forsythe | Assistant to the Coordinator of Admissions and Records/ Testing Specialist |
| Tonya Owen | Secretary/Receptionist – Financial Aid Office |
| Carol Piper | Receptionist – Building #8 |
| Barbara Smith | Career Center Coordinator |
| Theodora Smith | Asst. to the Coordinator of Records/Admissions |
| Herbert Washington | Advisor |

Satellite Campuses

| | |
|------------------|------------------------------|
| Bobbie Jo May | Dean, Franklin County Campus |
| George Henderson | Dean, Warren County Campus |
| Cecilia Wheeler | Dean, South Campus |

WHERE TO FIND IT AT VGCC - MAIN CAMPUS

COUNSELING SERVICES:

Student Development and
Advancement Services
Building Eight

TUITION INFORMATION:

Student Services Division
Building Eight

TRANSCRIPT REQUEST:

Registrar's Office
Building Eight

WITHDRAWAL FORMS:

Registrar's Office
Building Eight

PART-TIME WORK:

Career Center
Building Eight

EXTRACURRICULAR SPORTS INFO:

Student Government Association
Student Services Division
Building Eight

HAIRSTYLING:

Cosmetology Department
Building Three

TUTORIAL INFORMATION:

Academic Skills Center
Building Seven

HEALTH INSURANCE:

Business Office
Building One

VGCC CATALOG:

Student Services Division
Building Eight

EXTRACURRICULAR ACTIVITIES:

Student Government Association
Student Services Division
Building Eight

CAREER PLANNING INFORMATION:

Career Center
Building Eight

JOB PLACEMENT OFFICE:

Career Center
Building Eight

LIBRARY INFORMATION:

Learning Resources Center
Building Two

PARKING PERMIT:

During Registration
Business Office
Building One

DISABILITY SERVICES:

Student Development and
Advancement Services
Building Eight

PLACEMENT TESTING:

Admissions Office
Building Eight

FINANCIAL AID, LOAN,

WORKSTUDY INFORMATION:

Financial Aid office
Building Eight

STUDENT POLICIES/PROCEDURES:

Dean of Student Services
Building Eight

GOT A PROBLEM - MAIN CAMPUS

| <u>YOUR PROBLEM</u> | <u>WHERE TO GO</u> |
|-------------------------------|---|
| Academic Probation/Suspension | Student Development and Advancement Services |
| Admission Information | Admissions Office |
| Academic Advisement | Counseling Services or Advisor |
| Cancelled Class | Registrar's Office or Advisor |
| Drop-Add Form | Registrar's Office |
| Fee Deferment | Dean of Student Services |
| GI Bill, Veteran's Benefits | V.A. Office/Financial Aid Office |
| Grade Report (Transcript) | Registrar's Office |
| I.D. Card | Student Services (Can only obtain during registration) |
| Library Card | Learning Resources Center |
| Library Fines | Learning Resources Center |
| Pre-Major Advisement | Counseling Services Division |
| Register for Classes | Academic Advisor, Counselor |
| Scholarship Application | Endowment Office |
| Student Loan | Financial Aid Office |
| Tutoring | Academic Skills Center |

Section II: Nursing Department Policies

(Any Nursing Policy may be revised at the faculty's discretion. If a policy is changed, the students will be notified in writing.)

ORIENTATION POLICY

The nursing faculty is committed to assisting our students in meeting their nursing program objectives. To help achieve this goal, orientation sessions covering course, clinical, and program expectations are provided for students. There are two orientation sessions for nursing students prior to entering their respective nursing program. Each semester, there will be course and clinical orientations. Attendance at these orientation sessions is mandatory for all students.

Revision Date: December 2007

ADVISING POLICY

See VGCC's College Catalog for "Academic Advising".

Each nursing student at VGCC is assigned a nursing faculty advisor. The primary function of the faculty advisor is assisting in the designing and modifying of an academic plan which reflects the student's career decisions. In the event that financial or personal problems interfere with academic performance, the advisor may refer the student to the proper college or community resources. The student should understand the importance of seeing his/her advisor when having difficulties with their academics.

Students are required to meet with their advisor to develop an action plan under the following circumstances:

1. The student fails a nursing exam.
2. The student scores less than the standard level of proficiency for a proctored ATI exam.
3. The student is having difficulty applying theory to practice.

Advisee Responsibilities

1. Contact and keep in touch with your advisor during either the posted office hours or a scheduled appointment.
2. Make an appointment with your advisor for issues requiring longer conferences.
3. Keep appointments or call if it is necessary to change or cancel an appointment.
4. Be willing to discuss concerns regarding school work, study habits, academic progress, etc.
5. Be open to discussions concerning career and selection of appropriate courses.
6. Be willing to search out and use other sources of information.
7. Clarify some of your personal academic and career goals prior to sessions with your advisor.
8. Be prepared; have the necessary forms, and have an idea of the type of schedule you desire.
9. Become knowledgeable about all policies, procedures, and requirements.
10. Accept responsibility for the decisions to be made and the outcome thereof.

My advisor is _____.

Office _____.

Telephone _____.

Revision Date: December 2007

HONOR CODE POLICY

All students will be required to sign the following Student Honor Code statement which will be kept in student's file.

“I will not give or receive assistance with any test, nor will I observe any exchange of information among others without reporting this to the instructor.”

Revision Date: December 2007

ATTENDANCE POLICY

Punctual attendance is expected at all scheduled classroom, lab and clinical experiences. Any student absent due to either a communicable disease, hospitalization, or an extended illness must have a written authorization from the student's health care provider to return to class or clinical. The student is responsible to obtain and make up all missed or assigned material.

Students absent more than 15% of contact hours (classroom, clinical and lab combined) will be dropped from the program for excessive absence.

For clinical, contact the clinical instructor according to the clinical guidelines. Student absence from the clinical setting will be carefully evaluated. Students must be able to clearly demonstrate they are meeting the clinical objectives. Any absences in clinical can hinder the student's achievement of satisfactory in the clinical setting. An "unsatisfactory" grade for clinical results in the student receiving an "F" in the course.

Revision Date: December 2007

TARDY POLICY

Students are expected to be on time to all classes, labs and clinical experiences. If someone is tardy to class or lab after attendance is taken and the door is closed, he/she will be marked absent. To replace the absence with a tardy, the student must see the instructor taking attendance that day during the first break. All tardies will count as 1 hour absentee time.

Revision Date: December 2007

COMMUNICATION DEVICE POLICY

All cell phones must be turned off upon entering the classroom. To use cell phones or other communication devices, the student should leave the classroom. If a student needs to be contacted in an emergency situation the Health Science Department Administrative Assistant should be called at (252) 738-3210. The student will be given the message in the classroom. Cell phones are prohibited in the clinical setting.

Revision Date: December 2007

LEARNING ASSIGNMENTS POLICY

All written assignments for class, lab or clinical, such as nursing care plans, are due per directions of the instructor assigning the task. The grading guidelines for written assignments will be provided by the assigning instructor. The written assignments are used to document each student's understanding of information and their ability to apply nursing, biological and behavioral knowledge. This knowledge must be applied in clinical settings in a safe and intelligent manner. Written assignments also help measure student's performance and consistent ability to meet course objectives.

Failure to complete pre-clinical paperwork is unsatisfactory. The Clinical Instructor will determine if the student is able to safely accept the patient care assignment for that clinical day. If the Clinical Instructor determines that the student cannot safely accept the patient care assignment, the student will be sent home and will be counted as absent for that clinical day.

If the student is scheduled for a special rotation away from the regular clinical unit, written assignments must be submitted on or before the assigned due date.

Revision Date: March 2009

OPEN LAB POLICY

Open lab opportunities are provided to all Nursing students throughout the semester to allow students to:

1. Practice skills.
2. Receive needed assistance on topics or skills.
3. Review or make up previously learned content. Instructors will not re-teach content.

Open lab availability times will be offered on a weekly basis throughout the semester. Students may sign up for Open lab voluntarily or they may be mandated to attend Open lab by an Instructor. Available dates and times for Open Lab are posted on Blackboard/Moodle. Students wishing to attend Open lab must sign up at least 24 hours in advance by emailing the Lab Coordinator. All Open labs will be supervised by a faculty member. Open lab times may be marked "Full" by the Lab Coordinator.

Student Responsibilities for Open Lab:

1. Sign up for open lab time with the Lab Coordinator at least 24 hours in advance.
2. When signing up for open lab, specify what specific assistance is needed. (i.e., "Practice BP." or "Watch Restraint Video," not "Missed lab on 9/22.")
3. Prior to coming to Open Lab, complete preparatory work as assigned on the "Open Lab Referral" form.
4. If a student signs up for Open Lab and is unable to attend, the student should notify the Lab Coordinator as soon as possible.

Revision Date: July 2009

CLINICAL ROTATION POLICY

Students enrolled in the VGCC Nursing Programs will be scheduled and rotated through a variety of clinical affiliates. Students will be assigned to their clinical sites prior to the beginning of each semester. Any postings of the clinical assignments is always tentative and may be changed at the discretion of the Lead Instructor and/or Nursing Director depending on the availability of clinical instructors and clinical sites as well as the numbers of students needing clinical. The proximity of the students' homes in regards to the distance traveled to the clinical site will not be a determining factor in the decision as to where a student will be placed for clinical. The final decision for clinical sites may not be available until the day classes start for the semester.

It is important to remember that the faculty and students are guests in the clinical facilities. It is not our right to be there but a privilege that the facilities provide VGCC. If a student's actions result in a denial of their clinical privileges by a clinical facility, the student will be dismissed from the Nursing Program. Students should always put forth behavior that will provide a positive reputation for VGCC. Students who have a problem during clinical should discuss the issue with the clinical instructor and not the staff of the facility.

Revision Date: March 2009

CRIMINAL BACKGROUND CHECK POLICY

Health Science students are required by clinical sites to have a criminal background check prior to clinical rotations. By applying for admission to any Health Science program, a student consents to criminal background checks. The student is responsible for paying any fees associated with the criminal background check.

A criminal background may reveal information that will prevent a student from clinical participation and therefore will result in dismissal from the Health Science program. VGCC does not guarantee the admission of any student to a clinical facility or clinical site. A student's acceptance, participation and continuation at any clinical site are subject at all times to the approval and consent of the clinical site. For these reasons, all Health Science students must understand that it is critical that they comply with all policies and procedures of these clinical sites.

Students are under a continuing obligation to supplement the information provided to any clinical facility concerning background checks, criminal histories or convictions or any other criminal background information. Failure to promptly provide updated or corrected information may be cause for removal from a clinical facility or clinical site and ultimately from the Health Science program.

Refusal or withdrawal of consent to the criminal background check will disqualify a student from clinical participation thereby resulting in dismissal from the Health Science program.

Revision Date: December 2007

STUDENT INSURANCE POLICY

All nursing students must carry malpractice liability insurance in the minimum amount of \$1,000,000/\$3,000,000. Liability insurance must be purchased upon initial entry to nursing program and renewed yearly. Liability insurance is to be purchased when tuition is paid at the above specified times.

Students must also carry adequate health insurance throughout the nursing program. Verification must be presented to the Director of Nursing upon entrance into the nursing program. Verification of Health insurance can be required at any time by the Directory of Nursing.

Accident insurance is provided by the college through student activity fees.

Revision Date: December 2007

DRESS CODE POLICY

Students of all college programs, curriculum and non-curriculum, will be expected to conduct themselves at all times as mature and responsible individuals. *See VGCC's College Catalog for "Student Code of Conduct"*. Violation will necessitate the student being sent home to change clothes or make any other adjustments to meet the standard. The instructor will notify the Lead Instructor of this action.

Students are expected to adhere to the following guidelines when in the classroom.

- Shoes are required.
- No bare midriffs, garments shorter than mid-thighs, or see-through garments.
- Hair must be neat and clean.
- Men are expected to shave or keep beards and mustaches clean and trimmed neatly.

In addition to the classroom guidelines, students are expected to adhere to the following guidelines when in simulation lab and clinical.

- School uniform of hunter green slacks and VGCC shirt. The white dress uniform is to be one inch below the knee. Clean white shoes and hose (if wearing dress uniform) are required. White socks are to be worn with pant uniforms.

Note: The student may deviate from this dress code as specified by the Clinical Instructor.

- Name tags as designated by the school are to be worn.
- When going to the clinical area for any other reason except assigned patient care, business attire with a lab coat are required with name tag attached.
- Hair must be neatly styled and off collar of uniform and without fancy ornaments, etc.
- The only jewelry permitted will be a plain band or engagement ring, and watch. In addition for those with pierced ears, stud earrings of white, gold or silver will be permitted. One stud earring per earlobe is allowed.
- Unchipped, clear nail polish only will be accepted. Nails will be trimmed and neat and clean. No artificial nails may be worn.
- Students will not be permitted to enter any clinical facility dressed in the following attire:
 - Blue jeans, cut-offs, and shorts
 - See-through blouses.
 - Barefeet or thong sandals
 - Midriff clothing
 - Clothing shorter than mid-thigh

- Body shirts
 - Halters, sundresses
 - Heavy jewelry or make-up
 - Extreme hair styles
 - Earrings other than one stud earring per earlobe; nose rings, eyebrow or tongue piercing.
 - Open-toe shoes
 - Tattoos that are uncovered
- A white undershirt or white lab coat may be worn with the school uniform.
 - Additional restrictions according to hospital policy may be required.

Revision Date: December 2007

FIELD TRIP POLICY

Students are expected to represent Vance-Granville Community College in a professional manner on field trips. Students are expected to meet the following requirements when participating in a field trip.

- Students must adhere to dress code as specified by the Instructor.
- Students must submit any written assignment on or before the due date.

Vance-Granville Community College, the Director of Nursing, nursing instructor, or agency may specify additional requirements depending on the facility or place to be visited.

Revision Date: December 2007

GRADING POLICY

See "Course Document" of individual nursing course.

Revision Date: March 2009

PROGRESSION POLICY

In addition to the STANDARDS OF PROGRESS designated by the college (*See VGCC's College Catalog for "Standards of Progress"*), the nursing program follows additional academic policies as stated below.

ALL nursing students must maintain current records of the following in order to attend clinical:

- Continued Supplementation of Criminal Background Information
- CPR certification - Health Care Provider CPR
- Malpractice and health insurance
- Annual negative TB testing or equivalent
- Demonstrate satisfactory physical and mental health which is essential to the safe practice of nursing. The student must use healthy coping behaviors and react appropriately to stressful situations and day-to-day emotional stress. (See Nursing Programs Student Handbook "Essential Functions of a Nursing Student")

To be eligible for progression to the next course:

- Students must maintain a minimum final grade of "C" in all ADN and PN related curriculum courses.
- Students must receive a final grade of "B" or better in any nursing course, a "satisfactory" grade in the lab and clinical component of the course, and pass the Medication Calculation Quiz, if required. If a student either receives an "unsatisfactory" in the lab/clinical of a nursing course or fails the Medication Calculation Quiz, he/she will receive a grade of "F" for the course. If a student receives below a "B" in a Nursing course, the student will be dismissed from the Nursing program.

Revision Date: December 2007

MEDICATION CALCULATION QUIZ POLICY

Before administering medications in the clinical area, the student must achieve a 90% on a calculation quiz. A ten-question calculation quiz will be given the second-class day of every semester beginning with the second semester. Students will be allowed 30 minutes to take this quiz. The initial quiz will be graded immediately by the instructor. Any student scoring below 90% will be allowed to correct any missed problems and turn in the corrected problems by the end of the remaining time given for completion of the quiz. Any student who is unsuccessful will be given a second quiz and third as needed. The second and third quizzes will be twenty questions. Students will be allowed 60 minutes to complete this quiz. Students will not be allowed to correct any missed problems after submission of the 2nd and 3rd quizzes. A student who cannot successfully achieve 90% on the calculation quiz by the third quiz will be dismissed from the program.

Revision Date: December 2007

MAKE-UP EXAM POLICY

Exams are to be taken the day and time they are scheduled. Any student who is unable to take an exam at the scheduled time must notify the Lead Instructor by 5 PM the day the exam is scheduled. Failure to notify the Lead Instructor by 5 PM on the day of the exam will result in a deduction of 5 (five) points from the student's exam grade for each day that the student fails to notify the Lead Instructor. Students who do not take the exam on the day it is scheduled will be given an essay make-up exam on the first day the student returns to class or lab. In addition, students who do not take the exam on the day it is scheduled will not be eligible for Cooperative Testing. Quizzes are not considered exams and cannot be made up.

Revision Date: March 2009

EXAM POLICY

Exam Administration may consist of either Individual Testing or Individual Testing and Cooperative Testing. Individual Testing may be done in the classroom or online. Cooperative Testing will not be used with the Final Exam. Exams will be administered according to the Course Document.

For all nursing courses, students will be allowed the opportunity to review exams and provide written rationale for answers students feel should be considered correct. Final Exams will not be available for review.

No textbooks, notes, or any other educational material may be looked at during an exam. All students' personal belongings, such as backpack, purse, electronic devices, etc. will be placed in a designated spot of the classroom.

Following Exam Administration, Faculty will review the exam, providing correct answers and rationale.

Students, who have further questions regarding correct answers and/or rationale, may complete an Exam Review Form. Exam Review Forms will be reviewed by the Faculty teaching the content and Faculty will provide written response to the student's Exam Review Form in a timely manner.

Exam Administration and Exam Review will occur during a designated testing period. Students who are tardy for an exam or absent from an exam will not be eligible for Cooperative Testing.

Students who wish to examine their individual grade in greater detail may make an appointment with the Instructor who taught the content or with their advisor. This appointment must be scheduled prior to the next course exam.

Procedure

1. Each student will draw an assigned seating number at the beginning of class on Exam day.
2. Student will take Individual Exam.
 - a. Testing time will be 1.5 minutes per question.
3. If Cooperative Testing is used,
 - a. Students will use the seating number drawn for the formation of Cooperative Testing Groups.
 - b. Each group will receive one exam and one scantron. Only members of the assigned group may be used for assistance in answering test questions. Group members have freedom in deciding how the questions are answered.
 - c. Testing time will be half that of Individual Testing.

- d. Points will be added by the Lead Instructor to the Individual Exam grade based on the score of the Cooperative Testing group. See scoring below:

Cooperative Testing Group score 100-90% = 2 points added to Individual Exam grade
Cooperative Testing Group score 89-80% = 1 point added to Individual Exam grade
Cooperative Testing Group score below 80% = no points added to Individual Exam grade

4. Faculty will conduct Exam Review.
 - a. Faculty provides correct answers and rationale.
 - b. Students may complete Exam Review Form during class review, citing specific evidence to support his/her explanation. Evidence may come from textbooks, class notes, or any other information given to students by the Instructor who taught the content.
5. Faculty will analyze exam data and review Exam Review Forms. Forms will be reviewed by the Instructor who taught the content and written feedback will be given to the students.
6. The Lead Instructor will post final grades one week after the exam.

Revision Date: March 2009

REMEDICATION POLICY

Students are required to remediate content that they did not learn. Remediation is intended to help the student recover important information that was missed. The need for remediation will be identified through nursing exams and ATI testing. Students will be required to remediate when:

1. The student scores below 80 on a nursing exam (excluding final exams).
2. The student scores below a Level II on an ATI proctored exam.

The student is required to initiate a Remediation Contract. Students will remediate their course exams with their faculty advisor and their ATI exams with their Lead Instructor. The student is required to complete the Contract by the due date, with all Contracts being complete by semester end. The student will be given an incomplete in their nursing course if the Contract is never initiated or not completed.

Students who remediate their ATI exam will be required to retake the respective ATI Proctored Exam on or before the first day of the following semester. Students who score below a Level II when retaking an ATI Proctored Exam may contact their advisor for further remediation. Students who wish to take an ATI Proctored Exam more than two times may do so at the student's expense.

Original Date: March 2009

ACADEMIC GRIEVANCE POLICY

See VGCC's College Catalog for "Academic Grievance/Grade Appeals Procedure".

Lines of Authority for Academic Appeals

1. Instructor
2. Lead Instructor
3. Nursing Program Director
4. Dean of Health Sciences
5. Vice President of Instruction

Revision Date: December 2007

SAFE NURSING PRACTICE POLICY

Students will demonstrate safe nursing practice by carrying out critical clinical behaviors. Critical clinical behaviors are defined by the faculty as behaviors that prevent inevitable human error from reaching the individual (WHO, 2008). These behaviors are essential to safe nursing practice. Failure to comply with these behaviors may result in negative outcomes for the individual. These negative outcomes may include such occurrences as sentinel or adverse events, risk for harm, increased length of hospitalization, and/or increased cost of care. These behaviors are incorporated in the Clinical Role Behaviors.

Students who demonstrate unsafe clinical practice will be dismissed from the Nursing Program.

The following are identified as Critical Clinical Behaviors for all nursing students.

1. Use at least two client identifiers when providing care, treatment or services.
2. Prior to leaving the clinical area, hand off patient care and critical information, either written and/or verbal to the care nurse according to agency/school policy.
3. Give medications applying the eight rights according to clinical guidelines for each semester.
4. Prior to administration of any medication, reconcile the medication administration record (MAR) with the physician's orders.
5. Maintain universal precautions at all times in the clinical setting.
6. Maintain transmission based precautions per agency/school policy.
7. Maintain falls precautions per agency policy.
8. Recognize and report to clinical instructor and/or primary care nurse, a client condition change that would result in a change in existing orders, prolonged hospitalization, permanent disability or death.
9. Prior to performing any nursing procedure, verify the physician's order and consult with the clinical instructor.

Reference

WHO Collaborating Centre for Patient Safety Solutions. (2008). Patient safety solutions. Retrieved April 28, 2009, from the WHO Collaborating Centre for Patient Safety Solutions Web site: <http://www.ccforspatientsafety.org/patient-safety-solutions/>

Original Date: May 2009

MEDICATION ERROR POLICY

The “Rights of Giving Medication” are:

1. Right drug
2. Right dose
3. Right route
4. Right time
5. Right patient
6. Right documentation
7. Right to refuse
8. Right response

Students will be supervised when administering ALL medications. The student should make every effort to observe the “Rights of Giving Medications”.

A medication error is a violation of any of the rights of giving medications. A medication error is unsatisfactory performance and will result in the initiation of a Clinical Action Plan.

It is very important that a nursing student report a drug error immediately to the clinical instructor. When an error is discovered, the student must complete the health agency’s or hospital’s appropriate form.

Revision Date: December 2007

SUBSTANCE ABUSE POLICY

Substance abuse and/or addictive illness, can lead to serious physical, psychological, and social problems for the individual. Affected students may have impaired judgment and skills which can pose a serious threat to the lives of patients in their care. Substance abuse not only compromises patient care but also compromises the educational process. Vance-Granville Community College Nursing Programs are committed to the identification of abuse, intervention, and referral for treatment of any students involved. As per the College's policy, the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on the College's campuses or at any site or activity operated by VGCC is prohibited. A violation of hospital clinical policy will likewise be considered a violation of college policy.

Identification of Abuse

The following guidelines will be used to identify possible abuse.

1. Any student found to possess (consumed or carried on one's body) any alcoholic beverage, mind-altering chemical, or non-prescribed controlled substance on the Vance-Granville Community College campus or at any clinical facility.
2. Any student who diverts any controlled substance from a clinical facility.
3. Any student whose behavior or appearance provides reasonable suspicion that the student is under the influence of alcohol or non-prescribed controlled substances, under the influence of chemicals that alter cognitive functions, and/or abusing prescribed medications. Faculty may make the determination that reasonable suspicion exists.

Any student who is identified of abuse will be subject to intervention as defined below:

1. If identified according to *Identification of abuse #1 and/or #2* (as cited above), the student will be dismissed from the Nursing program.
2. If identified according to *Identification of abuse #3* (as cited above), the student may be required to submit to a breath analysis, saliva test, urinalysis, or blood analysis, drug testing. Any drug testing will be at the student's personal expense.

Drug testing of body fluids is a method of identifying recent use of alcohol or drugs. It is not a diagnosis of substance abuse or addiction. Refusal to offer the required sample will be grounds for dismissal from the program. A positive test indicating use of controlled substance, mind-altering chemicals, or alcoholic beverages will be grounds for dismissal from the Nursing program. Individual considerations for prescribed medications will be given. Test results will be kept confidential.

Referral for Treatment

Individuals who have been identified of substance abuse will be referred to the appropriate local or state agencies for assistance. All individuals will be afforded the right of confidentiality in all contacts consistent with local, state, and federal laws and the general welfare of the school, its students, faculty, and staff.

Revision Date: December 2007

DISMISSAL POLICY

The following are causes for dismissal from the Nursing program. Any student dismissed for reasons #3 - #13 will receive an "F" for the course grade.

1. Failure to achieve a "B" (80%) or higher on final grade in a nursing course (NUR prefix). Failure to achieve a "C" or higher on final grade in related curriculum courses. (Examples: BIO168, ENG111, BIO106)
2. Inability to provide proof of adequate health insurance.
3. Determination by a nursing instructor that a student is demonstrating unsafe practice in the clinical area.
4. Cheating on a test, quiz or other assignment.
5. Plagiarism on assignments.
6. Failure to comply with ethical and professional standards of conduct and the Nursing Practice Act. (Each student receives a copy of the Nursing Practice Act at the beginning of the program).
7. Inability to meet or maintain the Essential Functions Required of a Nursing Student. This determination will be made by the Clinical Instructor with concurrence by the Lead Instructor and/or designee.
8. Inability to attend clinical based on criminal background information and/or new charges on criminal background check.
9. Inability to attend clinical based on denial of student's clinical privileges by a clinical facility.
10. Being absent more than 15% of contact hours (classroom, clinical and lab combined) in each course.
11. Any student found to possess (consumed or carried on one's body) any alcoholic beverage, mind-altering chemical, or non-prescribed controlled substance on the Vance Granville Community College campus or at any clinical facility.
12. Any student who diverts any controlled substance from a clinical facility.
13. Any student who refuses to offer the required sample for drug testing.

Revision Date: May 2009

CLINICAL GRIEVANCE POLICY

Students who demonstrate unsatisfactory or unsafe clinical performance will be dismissed from the nursing program. The dismissed student has the right to appeal this decision. The student may not attend clinical until the grievance is resolved. The student may attend class and lab until the grievance is resolved.

Determination of Dismissal

When a clinical instructor determines it may be necessary to dismiss a student for unsatisfactory or unsafe clinical performance, the clinical instructor will discuss this with the lead instructor (or designee) and one additional clinical instructor. This group of instructors will determine if the student should be to be dismissed. The lead instructor (or designee) and the clinical instructor will meet with the student to inform the student of the decision to dismiss.

Lines of Authority for Clinical Appeals

The student may appeal the decision to dismiss using the following procedure.

1. Nursing Program Director
2. Dean of Health Sciences

Procedure for Appeal

1. The student will personally deliver a letter of appeal to the Nursing Program Director detailing their clinical concerns.
2. A written response from the Nursing Program Director will be available to the student within two college working days from receipt of the student's letter.
3. If not satisfied with the response, the student will have two college working days to deliver the letter of appeal to the Dean of Health Sciences. The student will be responsible for providing a copy of their original letter of appeal and the response letter from the Nursing Program Director. No additions or changes will be made to this original letter throughout the appeal process.
4. A written response from the Dean of Health Sciences will be available to the student within two college working days from receipt of the student's letter. *The decision of the Dean of Health Sciences is final.*

Revision Date: May 2009

Section III: Forms

**VANCE-GRANVILLE COMMUNITY COLLEGE
NURSING PROGRAM**

PHYSICIAN'S AUTHORIZATION FORM

Mr./Ms. _____
(Student's Name)

I hereby certify that the above named nursing student may safely (without health risk to self, classmates, or hospitalized patients):

- a. return to class _____
- b. provide nursing care for patients in a health care facility _____

Signature _____ M.D.

**VANCE-GRANVILLE COMMUNITY COLLEGE
NURSING PROGRAM**

STUDENT HANDBOOK FORM

I hereby certify that I have read and fully understand all policies of the Vance-Granville Community College Nursing Program.

Signature _____

Date _____

**VANCE-GRANVILLE COMMUNITY COLLEGE
NURSING PROGRAM**

HONOR CODE STATEMENT

By signing below, I agree to uphold the honor code at all times while in school.

I will not give or receive assistance with any test, nor will I observe any exchange of information among others without reporting this to the instructor.

Signature _____

Date _____

****To be returned promptly to the Director of Nursing.**

Vance-Granville Community College PHOTOGRAPHY, VIDEOGRAPHY & QUOTE RELEASE FORM

Vance-Granville Community College regularly seeks students and alumni to feature in marketing and promotion materials. Your image and/or quotes may be used in print and electronic media for Vance-Granville Community College, including, but not limited to newspaper and magazine publications, billboards, radio and television advertisements, and the college Web site.

Please complete and sign the following release form:

I, _____ hereby authorize Vance-Granville Community College to use my image and/or quotes for any use the college deems appropriate in the promotion and marketing of Vance-Granville Community College.

I understand that my image and/or quotes may be used in various media, including, but not limited to, newspaper, radio and television advertisements, billboards and the college website.

I understand that my quotes may be edited for content, but will not deter from the true spirit of the quotation.

I understand that my image may be altered (blemishes removed, red-eye reduction, etc.).

I understand my name and identity may be revealed.

I understand that these materials may also be used by the North Carolina Community College System Office to further promote community colleges throughout the state and these materials may appear in state-wide publications including, but not limited to, billboards, Web sites, radio, television, newspapers, magazines, etc. I fully discharge Vance-Granville Community College, its parent and affiliated companies and the respective officers, directors, trustees, employees, agents of each, including subcontractors, from any and all claims, monetary and otherwise, that I may have against Vance-Granville Community College, its parent, affiliates or subcontractors, arising out of the use of my image or quote.

I understand there is no financial or other remuneration for the use of my image and/or quote.

If a current student, I declare that I have read the Vance-Granville Community College Student Code of Conduct, and that I will do my best to uphold the Code and exhibit behavior that portrays a positive image as a Vance-Granville Community College student.

SIGNATURE*: _____

DATE: _____

*(Note: Applicants under the age of 18 must have a parent or guardian sign for them.)