

Nursing Programs

Associate Degree Nursing and Practical Nursing Student Handbook

2011-2012

Vance Granville Community College
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**VANCE-GRANVILLE COMMUNITY COLLEGE
NURSING PROGRAMS
STUDENT HANDBOOK 2011-2012**

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Section I:
VGCC Nursing Programs

HISTORY OF THE NURSING PROGRAMS

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 standalone program.

ASSOCIATE DEGREE NURSING PROGRAM (A45110)

Mission Statement

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).

Philosophy

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 Associate Degree 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 (2010) and the Institute of Medicine (2003) to provide nursing care.

The National League for Nursing identifies these competencies as:

1. Human Flourishing: Advocating for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
2. Nursing Judgment: Making judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.
3. Professional Identity: implementing one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

4. Spirit of Inquiry: examining the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

National League for Nursing, Competencies for Graduates of Associate Degree and Diploma Programs. http://www.nln.org/facultydevelopment/competencies/comp_ad_dp.htm Retrieved April 18, 2011.

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.

Program Objectives

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.

References

Institute of Medicine. (IOM). (2003). *Health professions education: A bridge to quality*. Washington, DC: The National Academics Press

National League for Nursing, Competencies for Graduates of Associate Degree and Diploma Programs. http://www.nln.org/facultydevelopment/competencies/comp_ad_dp.htm Retrieved April 18, 2011.

Neuman, B., & Fawcett, J. (2002). *The Neuman systems model* (4thed.). New Jersey: Prentice-Hall.

Watts School of Nursing. (2006). *Watts school of nursing student catalog*. Durham, NC: Watts School of Nursing

Revision Date: May 2011

Course Sequence (Associate Degree Nursing Program)

Course No.	Course Title	Lecture	Lab	Clinical	Credit
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FIRST SEMESTER (Fall)

NUR 111	Intro to Health Concepts	4	6	6	8
BIO 168/165	Anatomy & Physiology I	3	3	0	4
ENG 111	Expository Writing	3	0	0	3

SECOND SEMESTER (Spring)

NUR 112	Health-Illness Concepts	3	0	6	5
NUR 113	Family Health Concepts	3	0	6	5
NUR 212AB	Health Systems Concepts	1.5	0	3	2.5
BIO 169/166	Anatomy & Physiology II	3	3	0	4

THIRD SEMESTER (Summer)

BIO 175 or 275	General Microbiology/ Microbiology	2	2	0	3
ENG 112 or 113 or 114	Arg-Based Research/ Lit-Based Research/ Professional Research & Reporting	3	0	0	3
PSY 150	General Psychology	3	0	0	3

FOURTH SEMESTER (Fall)

NUR 114	Holistic Health Concepts	3	0	6	5
NUR 211	Health Care Concepts	3	0	6	5
NUR 212BB	Health Systems Concepts	1.5	0	3	2.5
PSY 241	Developmental Psychology	3	0	0	3

FIFTH SEMESTER (Spring)

NUR 213	Complex Health Concepts	4	3	15	10
HUM Elective*		3	0	0	3

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

TOTAL CREDIT HOURS: 69

Course Sequence (LPN to ADN Completion Program)

Course No.	Course Title	Lecture	Lab	Clinical	Credit
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FIRST SEMESTER (Summer)

NUR 214	Nursing Transition Concepts	3	0	3	4
BIO 168/165	Anatomy & Physiology I	3	3	0	4
BIO 169/166	Anatomy & Physiology II	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
ENG 112 or 113 or 114	Arg-Based Research/ Lit-Based Research/ Professional Research & Reporting	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3

SECOND SEMESTER (Fall)

NUR 221	LPN to ADN Concepts I	6	0	9	9
BIO 175 or 275	General Microbiology/ Microbiology	2	2	0	3

THIRD SEMESTER (Spring)

NUR 223	LPN to ADN Concepts II	6	0	9	9
HUM Elective*		3	0	0	3

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

TOTAL CREDIT HOURS:	48
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Revision Date: June 2011

PRACTICAL NURSING PROGRAM (D45660)

Mission Statement

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 practical nurse, the faculty has adapted applicable NLN core competencies. These core competencies are:

1. Human Flourishing: promoting the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.
2. Nursing Judgment: providing a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.
3. Professional Identity: assessing how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.
4. Spirit of Inquiry: questioning the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

National League for Nursing, Competencies for Graduates of Practical/Vocational Programs. http://www.nln.org/facultydevelopment/competencies/comp_prac_voc.htm Retrieved April 20, 2011.

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.

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.

Revision Date: March 2010

References

- Benner, P. (2001). *From novice to expert: Excellence and power in clinical nursing practice*. New Jersey: Prentice-Hall.
- Institute of Medicine (IOM). (2003). *Health professions education: A bridge to quality*. Washington, DC: The National Academics Press
- National League for Nursing, Competencies for Graduates of Practical/Vocational Programs. http://www.nln.org/facultydevelopment/competencies/comp_prac_voc.htm Retrieved April 20, 2011.
- Neuman, B & Fawcett, J. (2002). *The Neuman systems model* (4thed.). New Jersey: Prentice-Hall.
- Watts School of Nursing. (2006). *Watts school of nursing student catalog*. Durham, NC: Watts School of Nursing

Course Sequence (Practical Nursing Program)

Course No.	Course Title	Credit	Class	Lab	Clinical
FIRST SEMESTER (Fall)					
NUR 101	Practical Nursing I	11	7	6	6
BIO 106 or	Intro to A/P/Micro	3	2	2	0
BIO 168/165	Anatomy & Physiology I &	4	3	3	0
& BIO 169/166	Anatomy & Physiology II	4	3	3	0
NUR 117	Pharmacology	2	1	3	0
BIO 155	Nutrition	3	3	0	0
SECOND SEMESTER (Spring)					
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
THIRD SEMESTER (Summer)					
NUR 103	Practical Nursing III	10	6	0	12
TOTAL CREDIT HOURS:		47			

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Section II:
General Information for Nursing Students

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, and 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 0-5%	Rarely 5-10%	Sometimes 10-40%	Frequently 40-75%	Always 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

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.

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.

PROGRAM ADMISSIONS/READMISSIONS

Students who are unsuccessful in the nursing program may reapply for admission. Once a student has been admitted twice, no further admissions will be permitted.

RETURNING TO SCHOOL AFTER ILLNESS

Students who are absent from class, lab, and/or clinical due to conditions such as contagious illness, childbirth, surgery, dental work, or other condition must provide a physician's note on the first day back to class, lab or clinical. The note will be written on the physician's office letterhead and will state that the student can return to class, lab and clinical. If there are any restrictions they must be included on the note. The note will be signed by the physician and turned in to the Director of Nursing to be kept in the student's file.

HONORS

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 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 Lab.

Revision Date: March 2010

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: 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: 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.

As of August 2008 all students will have a fee for the NCLEX Review posted on their last semester tuition and fees bill. This averages approximately \$300.00 for ADN students and \$250.00 for PN students.

ADVANCED DEGREES

LPN to ADN Completion Program

A three semester program is available at Vance Granville Community College for Licensed Practical Nurses who wish to obtain an Associate Degree in Nursing. Upon completion of this program, the student will be a candidate for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Licensed Practical Nurses interested in returning to school for the Associate Degree in Nursing must follow the Admission Policy for the LPN to ADN Transitional Program. Applicants should be prepared to submit an official transcript and may need to provide a syllabus for transfer courses.

Baccalaureate Degree

Students who are interested in transferring to a four-year institution for a B.S.N. degree may note that General Education courses will transfer. Mobility plans are available from the Director of Nursing for several schools in the state.

Section III: Nursing Department Policies

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

ADVISING POLICY

Each nursing student at VGCC is assigned a nursing faculty advisor. The faculty advisor assists the student with course selection and registration while in the nursing programs. The faculty advisor is also available to provide academic support as needed by the student. The student should schedule an appointment with his/her advisor when having difficulties with their academics. 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 will:

1. Be knowledgeable of and adhere to all policies, procedures, and requirements as outlined in the Nursing Programs Student Handbook, VGCC College Catalog, and nursing course outlines.
2. During registration:
 - a. Schedule an appointment with the advisor to complete the registration form
 - b. Print a current transcript from WebAdvisor and bring to appointment
 - c. Register online via WebAdvisor during the appropriate time period
 - d. Contact the advisor with any difficulties during registration or changes in classes
3. Contact and keep in touch with the advisor during either posted office hours or by scheduling an appointment.
4. Keep appointments or call if it is necessary to change or cancel an appointment.
5. Be willing to discuss concerns regarding school work, study habits, academic progress, etc.
6. Meet with advisor when experiencing personal problems that are affecting academics, which may need to be addressed by the counseling services.
7. Communicate to advisor any changes in program progression and courses, such as courses taken outside VGCC.
8. Communicate to advisor reason for excessive absences.

Revision Date: July 2011

ATTENDANCE POLICY

Punctual attendance is expected at all scheduled classroom, lab and clinical experiences. If a student is tardy to class or lab after attendance is taken, 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. If a student is going to be tardy to clinical, he/she will notify the clinical instructor according to the guidelines given by the instructor. The student will receive an “Unsatisfactory” on his/her weekly clinical evaluation tool and a Student Action Plan will be completed. All tardies will count as 1 hour absentee time. Students who leave clinical or clinical simulations in the lab setting early will be counted as absent for the time missed.

For clinical absence, contact the clinical instructor according to the clinical guidelines. Absence from the clinical setting will be carefully evaluated. A student must be able to clearly demonstrate he/she is 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.

A student absent due to a medical or psychological condition must have a written authorization from the student's health care provider to return to class, lab, and clinical.

A student absent more than 10% of the total contact hours for each nursing course will be dismissed from the program for excessive absence.

Revision Date: April 2011

CLINICAL ROTATION POLICY

Students enrolled in the VGCC Nursing Programs will be scheduled and rotated through a variety of clinical facilities. Students will be notified of their assigned clinical sites as soon as possible by the Lead Instructor. 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.

It is important to remember that the faculty and students are guests in the clinical facilities. This opportunity is a privilege provided to VGCC by the facility, not a right. Students should always display behavior that will provide a positive image for VGCC. A student's acceptance, participation and continuation at any clinical facility are subject at all times to the approval and consent of the clinical facility. For these reasons, students must understand that it is critical that they comply with all policies and procedures of these clinical sites. 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 who have a problem during clinical should discuss the issue with the clinical instructor and not the staff of the facility.

Some clinical facilities require drug screens prior to the student attending clinical. Students will be notified if drug screening is required in their assigned facility and given instructions on how to complete the drug screen. Students are responsible for the cost of the drug screen. Denial of the ability to attend clinical at a facility due to a positive drug screen will result in dismissal from the nursing program.

Students are required by clinical sites to have a criminal background check prior to clinical rotations. Students will have a criminal background check competed upon acceptance to the nursing programs. The student is responsible for paying any fees associated with the criminal background check.

A criminal background check may reveal information that will prevent a student from clinical participation and may result in dismissal from the nursing program. Students denied acceptance

at the Federal Medical Complex may be reassigned to another clinical site. If the student is denied acceptance at the subsequent clinical site, the student will be dismissed from the nursing program. VGCC does not guarantee the admission of any student to a clinical facility.

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 and ultimately from the nursing program.

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

Students must comply with all the requirements of the clinical facility they are assigned. This includes but is not limited to: orientation requirements, immunization/health requirements, criminal background check and/or drug screen requirements and anything else deemed necessary by the clinical facility.

All clinical facilities used by the nursing programs of Vance-Granville Community College are considered VGCC grounds, and therefore, must follow the Tobacco Free policy of the college. Any student that violates this policy will be subject to the appropriate disciplinary action according to the VGCC Student Catalog.

Revision Date: April 2011

COMMUNICATION DEVICE POLICY

All communication devices must be turned off upon entering the classroom. To use cell phones or other communication devices, the student must 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 and communication devices are prohibited in the clinical setting.

Revision Date: April 2011

DISMISSAL POLICY

The following are causes for dismissal from the Nursing program. It is the discretion of the Director to allow a student to withdraw from the course given dismissal circumstances #2-13. If the student is not allowed to withdraw from the course, the student will receive an “F” for the final 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. 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.
4. Inability to attend clinical based on criminal background information and/or new charges on criminal background check.
 - Students denied acceptance at the Federal Medical Complex may be reassigned to another clinical site. If a student is denied acceptance at the subsequent clinical site, the student will be dismissed from the nursing program.
5. Inability to attend clinical based on denial of student’s clinical privileges by a clinical facility.
6. Being absent more than 10% of contact hours (classroom, clinical and lab combined) in each course.
7. Inability to achieve a 90% on the Medication Calculation Assessment by the third attempt.
8. Determination by a nursing instructor that a student is demonstrating unsafe practice in the clinical area or receiving an “Unsatisfactory” on a Final Clinical Evaluation.
9. Cheating on a test, quiz or other assignment.
10. 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).
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 a required sample for drug screening or is denied clinical privileges at a clinical facility due to a positive drug screen.

Revision Date: April 2011

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 (scheduled lab or open 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.

- School issued student ID card with photo will be worn as the name tag while at clinical and the simulation lab. If a clinical facility requires a specific ID badge, the student will wear the facility specific ID badge with photo.
- 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 lower earlobe is allowed.
- Unchipped, clear nail polish only will be accepted. Nails will be trimmed and neat and clean. No artificial, acrylic, or gel 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.
 - Bare feet 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: April 2011

EXAM POLICY

Exams will be administered according to the Course Outline. Exams are to be taken on the day and time they are scheduled. Students who will be tardy to the exam will notify the Lead Instructor prior to the start time of the exam. Students who do not take the exam by the day and time it is scheduled will be given an essay exam as scheduled by the Lead Instructor. Quizzes are not considered exams and cannot be made up.

No textbooks, notes, or any other educational material may be looked at during an exam. All students' personal belongings, such as backpack, purse, etc. will be placed in a designated location of the classroom. All electronic devices will be turned off. A calculator will be provided for use during the exam. Students will randomly be assigned seats on the day of the exam. Students will remain in their assigned seat until the end of the testing time.

Exam grades will be posted within one week of the exam. After the exam grades have been posted, a student who has a question about the content of the exam should schedule an appointment with the instructor who taught the content. A student's review of an exam must

occur within one week of the grades being posted. Students will not be allowed to review all of their exams at the end of the semester.

Revision Date: April 2011

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: April 2011

GRADE APPEAL POLICY

A student in the Nursing Programs has the right to a grade appeal. Grade appeals may occur in the academic or clinical setting.

Academic Grade Appeals

If a student wishes to pursue an Academic Grade Appeal, they will follow the procedure in the VGCC College Catalog under “Academic Grievance/Grade Appeals Procedure.”

In the Nursing Programs, the following will be the lines of authority for Academic Grade Appeals:

1. Lead Instructor
2. Nursing Program Director
3. Dean of Health Sciences
4. Vice President of Instruction
5. Academic Grievance Committee
6. President of the College

Clinical Grade Appeals

A student who has been dismissed from the Nursing Program due to unsatisfactory or unsafe clinical practice has the right to appeal the decision. The student may attend class and lab but not clinical during the appeal process.

In the Nursing Programs, the following will be the lines of authority for Clinical Grade Appeals:

1. Nursing Programs Director
2. Dean of Health Sciences

Procedure for Clinical Grade Appeal:

1. The student will personally deliver a letter of appeal to the Nursing Programs Director within two college working days of the dismissal.
2. A written response from the Nursing Programs Director will be available to the student within two college working days from receipt of the student's letter.
3. If the student is not satisfied with the response from the Nursing Programs Director, the student will have two college working days to deliver the original letter of appeal and the response letter from the Nursing Programs Director to the Dean of Health Sciences. The student will not be allowed to make any additions or changes to the original letter of appeal throughout the appeal process.
4. A written response from the Dean of Health Sciences will be available to the student within two working days from receipt of the student's letter. *The decision of the Dean of Health Sciences is final.*

Revision Date: January 2011

GRADING POLICY

The nursing programs use the following scale for grading purposes:

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

AU =Audit *

CE =Credit by Examination *

G# =Grade Forgiven *

I =Incomplete Grades *

NS= No Show *

PA, PB, PC=Passing Grade - Developmental *

RF =Reschedule - Developmental *

TR =Transfer Credit *

WF= Withdrew Failing *

WP =Withdrew Passing *

*Not computed in Grade Point Average

In order to pass a nursing course and progress to the next level, the student must achieve a B or better on the theory grade. Final course grades and exam grades are not rounded up (*two examples are 79.58 does not round up to 80 and 79.92 does not round up to 80*).

Weights of exams, number of exams, number of questions on exams, quizzes and assignments will be determined for each nursing course and listed on the course outline. Students will be given a course outline by the second day of class by the Lead Instructor for the course.

Revision Date: February 2011

GRIEVANCE POLICY

If a student feels he/she is having difficulty in the classroom, lab or clinical area, the student should discuss the difficulties with the instructor first. Students who have a concern related to academic or clinical instruction will follow the following chain of command to report the grievance:

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

Creation Date: April 2011

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

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.

All clinical paperwork is to be submitted on time as directed by the clinical instructor. If the paperwork is late, the student has the responsibility of notifying the clinical instructor before the assigned time for submission. If the paperwork is not submitted by the next scheduled clinical day, the student will receive an “Unsatisfactory” on the weekly evaluation and a Student Action Plan will be initiated.

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: April 2011

MEDICATION CALCULATION ASSESSMENT POLICY

Before administering medications in the clinical area, all students must achieve a 90% on a medication calculation assessment. A ten-question calculation assessment will be given every semester beginning with the second semester. Any student who does not achieve a 90% will be given a second ten-question assessment as scheduled by the Lead Instructor. The student will be allowed 30 minutes to complete this assessment. If the student is unsuccessful in achieving a 90% on the second assessment, a third ten question assessment will be given to the student on the next class or lab day. A student who cannot successfully achieve 90% on the calculation assessment by the third attempt will be dismissed from the program.

Revision Date: April 2011

MEDICATION ERROR POLICY

The “Rights of Giving Medication” are:

1. Right Assessment
2. Right Client
3. Right Medication
4. Right Dosage
5. Right Route
6. Right Time
7. Right to Refuse
8. Right Client Education

9. Right Documentation
10. Right Evaluation

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 Student 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: April 2011

OPEN LAB POLICY

Open Lab availability times will be offered on a weekly basis throughout the semester at the Maria Parham SimLab. Students may sign up for Open Lab voluntarily or may be mandated to attend Open Lab via an Open Lab Referral. Available dates and times for Open Lab are posted at the SimLab. Students wishing to attend Open lab must sign up at least 24 hours in advance by emailing the Lab Coordinator or signing up at the SimLab. 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 at least one hour prior to the scheduled time.
5. Wear VGCC uniform while attending Open Lab.

Revision Date: April 2011

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.

Students will be oriented to the MPMC SimLab by the SimLab Coordinator at the beginning of the nursing programs.

Revision Date: April 2011

PLAGIARISM POLICY

See VGCC's College Catalogue for "Student Code of Conduct"

Revision Date: April 2011

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.

Each nursing student must maintain current records of the following in order to attend clinical:

- Continued Supplementation of Criminal Background Information
- CPR certification - Health Care Provider (online classes not accepted)
- Malpractice insurance and health insurance
- Negative TB testing or equivalent (Chest x-ray)

Each nursing student must also 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 the student must:

- Maintain a minimum final grade of "C" in all ADN-related and PN-related curriculum courses
- Receive a final grade of "B" or better in every nursing course
- Receive a "Satisfactory" grade in both the lab and/or clinical component of each nursing course
- Pass the Medication Calculation Assessment with a score of 90% or greater if required

If a student receives an "Unsatisfactory" in either the lab or clinical component of a nursing course, the student will receive an "F" for the course. If the student is enrolled in concurrent

nursing courses, the student will be allowed to complete the remaining courses for that semester but will not be allowed to progress to the next semester of nursing courses.

Revised: April 2011

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 into the Clinical Evaluation Tool. Students will be evaluated weekly and at the end of each clinical rotation.

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. Nursing students are required to wear proper picture identification at all clinical sites.
2. Use at least two client identifiers when providing care, treatment or services.
3. Prior to leaving the clinical area, hand off client care and critical information, either written and/or verbal to the care nurse according to agency/school policy.
4. Give medications applying the ten rights according to clinical guidelines for each semester.
5. Prior to administration of any medication, reconcile the medication administration record (MAR) with the physician's orders.
6. Maintain universal precautions at all times in the clinical setting.
7. Maintain transmission based precautions per agency/school policy.
8. Maintain falls precautions per agency policy.
9. 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.
10. Prior to performing any nursing procedure, verify the physician's order and consult with the clinical instructor.

References

WHO Collaborating Centre for Patient Safety Solutions. (2008). *Patient safety solutions*. Retrieved from <http://www.ccforspatientsafety.org/patient-safety-solutions/>

Revision Date: April 2011

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 the 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 and at any time as requested by a clinical instructor.

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

Revision Date: April 2011

STUDENT SUCCESS POLICY

Course Exams

Students who do not achieve an 80% or higher on an exam are at risk for being unsuccessful in the course. Weekly sessions have been built into the course calendar to help the student understand important content/information. All students are invited to attend weekly sessions, either in preparation for an exam or further help after an exam. Students who score below 80% on a nursing exam (excluding final exams) will be required to attend the weekly session following the exam review.

Each student will complete an Exam Topics Review Form during the review of the exam in the classroom. Students will complete the form by identifying any topics missed and content needing clarification. Students will then look up the topics and/or content and bring the information to the weekly session. If the exam contains math questions, students will identify any math questions missed and review the content pertinent to the question(s).

ATI Exams

Students are expected to score a Level 2 or higher on Proctored ATI assessments. Students below a Level 2 on any Proctored ATI assessment are required to complete a Focused Review on the ATI website and will be required to retake the Proctored assessment by the end of the semester.

Original Date: July 2011

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 clients in their care. Substance abuse not only compromises client 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, drugs or 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 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: April 2011

Section IV: Forms

(These forms are to be completed by the student, detached, and returned to the Director of Nursing upon receipt of this handbook.)

**VANCE-GRANVILLE COMMUNITY COLLEGE
NURSING PROGRAMS**

STUDENT HANDBOOK FORM

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

Printed Name _____

Signature _____

Date _____

**VANCE-GRANVILLE COMMUNITY COLLEGE
NURSING PROGRAMS**

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.

Printed Name _____

Signature _____

Date _____

**VANCE-GRANVILLE COMMUNITY COLLEGE
NURSING PROGRAMS**

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.

Printed Name _____

Signature* _____

Date _____

****Applicants under the age of 18 must have a parent or guardian sign for them***