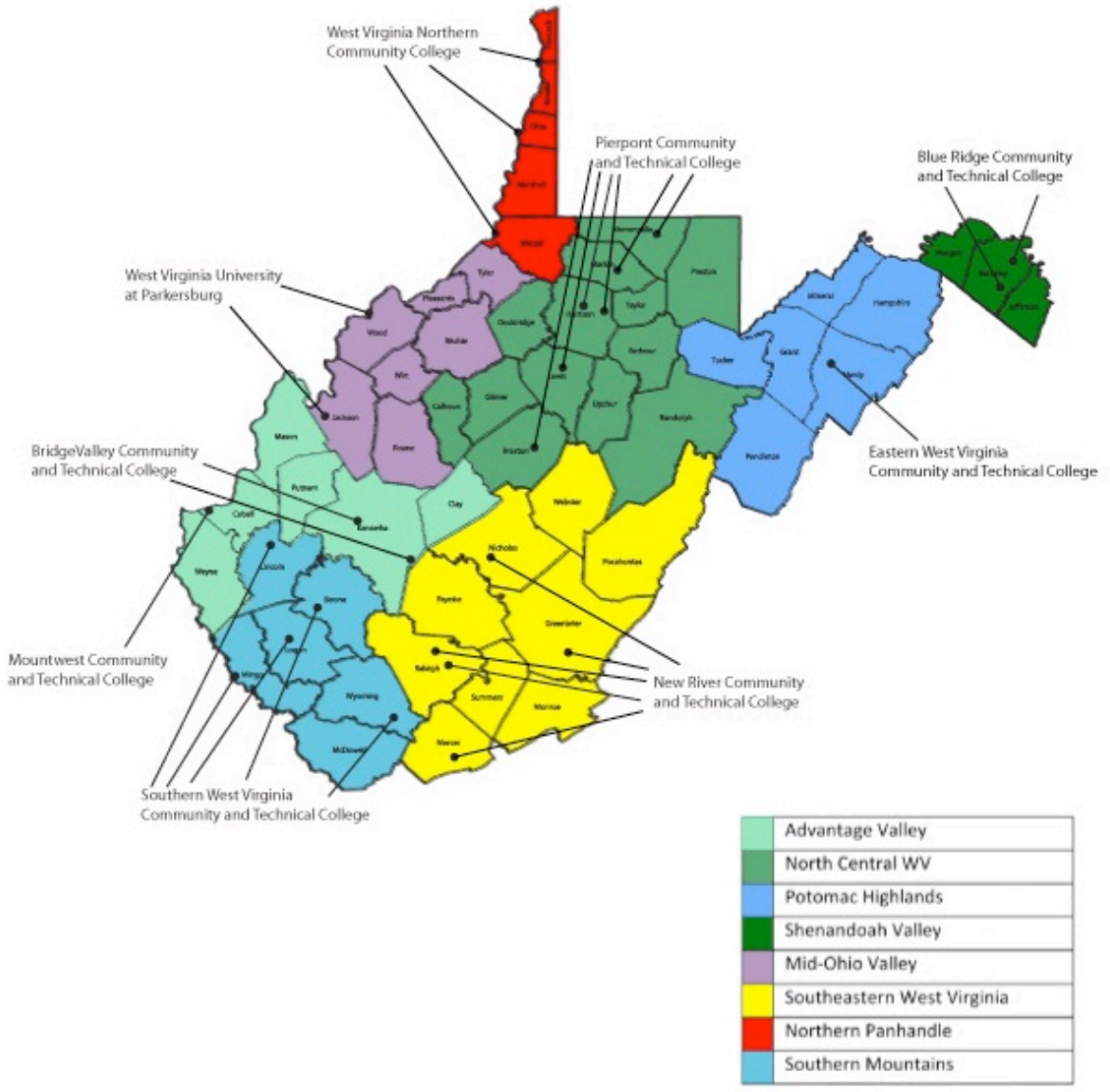
Consortium Nursing Program
Student Handbook
2016-2017

West Virginia Consortium of Associate Degree Nursing Programs
Eastern West Virginia Community and Technical College
BridgeValley Community and Technical College
West Virginia Northern Community College
West Virginia University at Parkersburg

Revised 2/6/17

West Virginia Consortium of Associate Degree Nursing Programs



Revised 2/6/17

Common Student Nurse Handbook

Participating Schools and Accreditation Status

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Program Overview

The Community and Technical College System of West Virginia (WVCTCS) Consortium of Associate Degree Nursing Programs is a partnership of nursing programs at five of the West Virginia Community Colleges. Eastern West Virginia Community and Technical College, BridgeValley Community and Technical College, Southern West Virginia Community and Technical College, West Virginia Northern Community and Technical College, and West Virginia University at Parkersburg are schools within the Consortium. The Consortium shares a common concept based integrated curriculum culminating in an Associate of Applied Science degree in nursing; shared agreements for academic standards including admission criteria, progress and graduation standards; and shared agreements for development and implementation of student procedures and guidelines as delineated in the Student Nurse Handbook. Clinical experiences are provided in a variety of healthcare settings. Completion of the nursing courses and general education degree requirements and subsequent posting of the degree provides eligibility for students to apply for licensure as registered nurses. Licensing requirements are the exclusive responsibility of the State Boards of Nursing.

Welcome Letter from the Consortium

Dear Students,

On behalf of the faculty and staff of the Community and Technical College System of West Virginia (WVCTCS) Consortium of Associate Degree Nursing Programs, we would like to extend my sincere welcome to you. The demand for qualified, caring, and nurturing nurses is critical throughout West Virginia and beyond. The vision of the WVCTCS Consortium of Associate Degree Nursing Programs is to respond to the nursing needs of the people of West Virginia by delivering a high-quality nursing educational program to students though innovative curricular design and instruction.

The WVCTCS Consortium of Associate Degree Nursing Programs is the result of a collaborative effort and partnership between five of the West Virginia Community Colleges that culminate in an Associate of Applied Science degree in nursing. Schools within the Consortium include Eastern West Virginia Community and Technical College, Kanawha Valley Community and Technical College, Southern West Virginia Community and Technical College, West Virginia Northern Community and Technical College, and West Virginia University at Parkersburg. The nursing program is structured to provide a foundation for career paths for future leaders in nursing practice and to prepare lifelong learners who demonstrate knowledge, skill, critical thinking, and flexibility. The program values caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness and is committed to providing accessible, high-quality nursing education to meet the diverse and changing health-care needs of the community and beyond.

The faculty and staff within the Consortium strive to explore and utilize best practices in nursing education to create environments that promote student learning. The consortium shares a common concept based integrated curriculum that encourages deep learning and fosters transition into professional nursing practice. Educational experiences are assessed to ensure that graduates are highly competent and prepared for a variety of nursing practice roles. Opportunities for nurses with an Associate Degree (RN) exist in a variety of healthcare settings.

On behalf of the faculty and staff, we welcome you to our nursing program and congratulate you on your decision to pursue your personal and professional goals. You will find extraordinary individuals who share a common goal of serving others through caring, safe, and effective nursing practice.

Welcome!

Dr. Rose Beebe, EdD, MS, RN, OCN
Eleanor Berg, MS, RN, NP
Linda Jo Shelek, MSN, FNP-BC
Kent Wilson, MSN, RN, CLNC

Mission

The mission of the WVCTCS Consortium of Associate Degree Nursing Programs is to prepare students for professional nursing practice while providing a knowledge base for career mobility and further academic study. These programs are committed to providing accessible, high-quality nursing education to meet the diverse and changing health-care needs of the community and beyond.

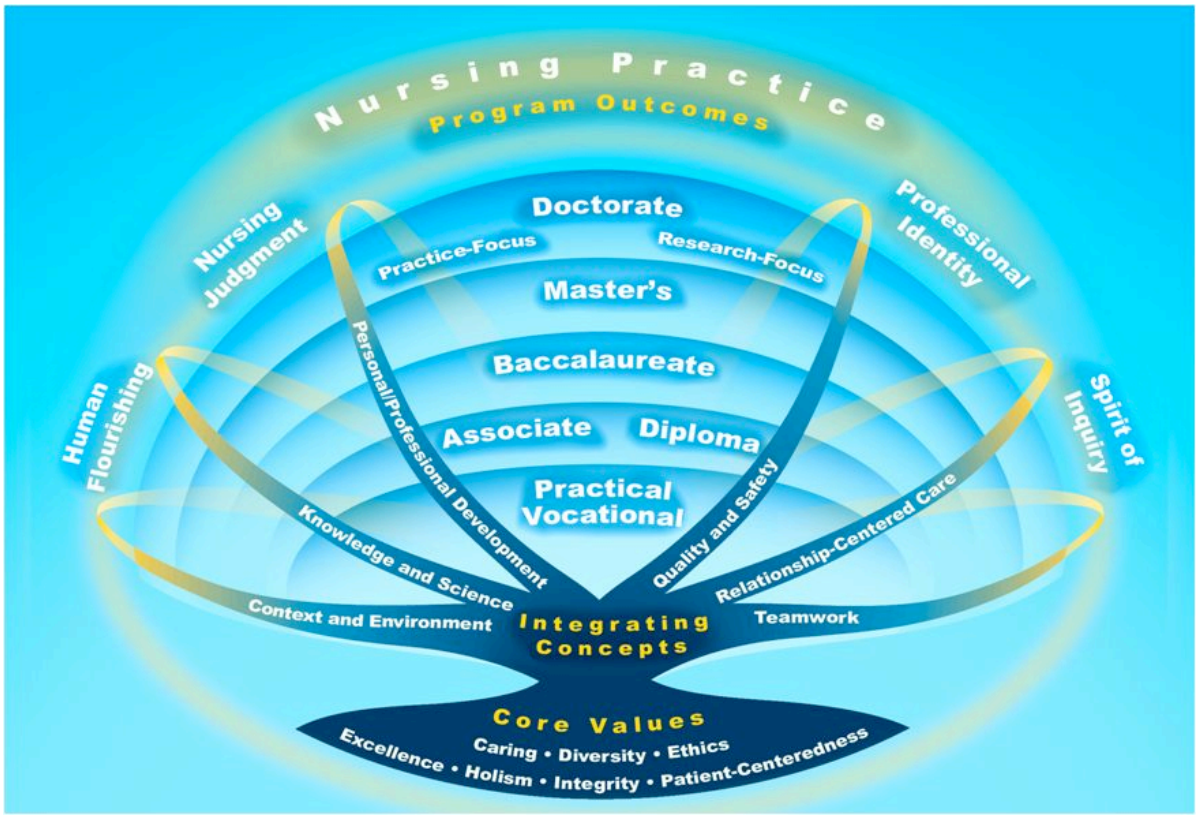
Philosophy

The WVCTCS Consortium of Associate Degree Nursing Programs is committed to a quality educational environment.

The educational philosophy of the WVCTCS Consortium of Associate Degree Nursing Programs incorporates the seven core values of the National League for Nursing Competencies Framework which includes caring, diversity, ethics, excellence, holism, integrity, and patient centeredness (NLN, 2010). We believe that "all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care" (NLN, 2010).

The Consortium supports education as a life-long process incorporating a spirit of inquiry, supported by evidence based research. The faculty believes that students need to develop nursing judgment in their practice, develop a professional identity as a nurse, and learn to support patients and families in development of their ongoing growth as human beings. Life-long learning consists of acquiring knowledge, demonstrating proficient skills, and developing ethical attitudes and values.

Conceptual Framework



(National League for Nursing, 2010, p.8.)

The WVCTCS Consortium of Associate Degree Nursing Program's conceptual framework is based on the National League for Nursing (NLN) Educational Competencies Model and the components within it. The model consists of the following components (National League for Nursing, 2010):

Core Values: Seven core values, implicit in nursing's historic paradigm, are foundational for all nursing practice. These values are **caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness**. They are shown at the root of the model, to indicate that each type of nursing program and each type of competency must be grounded in these fundamental values (p. 8).

Integrating Concepts: Emerging from the seven core values are six integrating concepts: **context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork**. These concepts are shown as bands around the program types,

illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing (p. 8).

The WVCTCS Consortium of Associate Degree Nursing Programs upholds the core values of the National League for Nursing: caring, diversity, ethics, integrity, patient-centeredness, excellence and holism as evidenced by the following program student learning outcomes.

Integrating Concepts

The Integrating Concepts of the WVCTCS Consortium of Associate Degree Nursing Program's curriculum emerge from the seven core values identified by the National League for Nursing (2010). The six integrating concepts include:

- Context and environment
- Knowledge and science
- Personal and professional development
- Quality and safety
- Relationship-centered care
- Teamwork

Within the Conceptual Framework schematic, these concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing. (National League for Nursing, 2010, p.8.)

Program Student Learning Outcomes

At the completion of the Associate Degree Nursing Program, graduates will be prepared to:

Human Flourishing

Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

1. Collaborate with the patient or designee to plan and provide nursing care that respects the patient's individual values and needs.

Nursing Judgment

Make 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.

2. Generate safe and effective patient centered care using the nursing process.

3. Incorporate effective communication strategies to reduce risk and injuries in the healthcare environment.

Professional Identity

Implement 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. Create caring relationships with patients and support systems consistent with the ANA Standards of Nursing Practice and the Code of Ethics.

5. Evaluate the utilization of healthcare system resources to efficiently and effectively manage care.

Spirit of Inquiry

Examine 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.

6. Integrate current best practices to plan and implement safe and effective patient care.

Definition of Terms

Caring means "promoting health, healing, and hope in response to the human condition." (NLN, 2010b). "A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders" (NLN, 2007).

Context and Environment, in relation to organizations, refer to the conditions or social system within which the organization's members act to achieve specific goals. Context and environment are a product of the organization's human resources, and also the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness.

Core Competencies are the discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in schools of nursing to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care.

Course Outcomes are expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy

and consistency across the curriculum and lead to the arraignment of program outcomes.

Diversity means recognizing differences among "persons, ideas, values and ethnicities," while affirming the uniqueness of each," within the context of nursing care (NLN, 2010b). "A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns" (NLN, 2007).

Excellence means "creating and implementing transformative strategies with daring ingenuity." "A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated" (NLN, 2010b).

Ethics "involves reflective consideration of personal, societal, and professional values, principles and codes that shape nursing practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons," (NLN, 2010a).

Holism "is the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum," (NLN, 2010a).

Human Flourishing can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.

Integrity means "respecting the dignity and moral wholeness of every person without conditions or limitation," (NLN 2010b). "A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility

are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always were ourselves from the perspective of others in a larger community" (NLN, 2007).

Knowledge and Science refer to the foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. Those foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that disciplines' evolving science; and (e) understanding the nature of evidence- based practice.

Nursing Judgment encompasses three processes; namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.

Critical thinking means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective (Tanner, 2006). Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research (Craig & Smith, 2007).

Patient-Centeredness "is an orientation to care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. A patient centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care," (NLN, 2010).

Personal and Professional Development is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession's history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession's ongoing viability.

Professional Identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being", "knowing," and "doing."

Quality and Safety is the degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective.

Relationship Centered Care positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team as the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment.

Spirit of Inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.

Teamwork means to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

(National League for Nursing, 2010)

***Program Student Learning Outcomes** are the expected culmination of all learning experiences occurring during the program, including the mastery of essential core nursing practice competencies, built upon the seven core values and six integrating concepts.

***Course Student Learning Outcomes** are expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the arraignment of program student learning outcomes.

***Student Learning Outcome** statements of expectations written in measurable terms that express what a student will know, do or think at the end of a learning experience.

*Definition written/modified by the WVCTCS Consortium of Associate Degree Nursing Programs

Application to the Nursing Program

Applicants must successfully complete all institution and nursing program admission requirements of the respective school before the application deadline. See each individual school of nursing's website for the appropriate application and procedure. Admission to the WVCTCS Consortium of Associate Degree Nursing Programs is competitive. Qualified applications do not guarantee admission to the Nursing Program.

Technical Standards

Personal Attributes and Capabilities Essential for Admission, Progression, and Graduation from the Community and Technical College System of West Virginia Consortium of Associate Degree Nursing Consortium:

The curricula leading to a degree in Nursing from participants of the Community and Technical College System of West Virginia Consortium of Associate Degree Nursing Programs requires students to engage in diverse and complex experiences directed at the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to perform these functions satisfactorily. In addition to being essential to the successful completion of the requirements of a nursing degree, these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty and other health care providers.

The following technical standards describe the non-academic qualifications required in addition to academic qualifications that the college considers essential for entrance to, continuation in, and graduation from its nursing degree program. Candidates for a nursing degree must be able to meet these minimum standards with or without reasonable accommodation for successful completion of degree requirements.

Standards

A. Visual, Auditory, and Tactile Abilities

- Sufficient abilities to allow him/her to gather data from written reference materials, oral presentations, demonstrations and observations of a patient and his/her environment.

- Sufficient ability to perform health assessments and interventions; observe diagnostic specimens; and obtain information from digital, analog and waveform representations of physiologic phenomena to determine a client's condition.

  Examples of relevant activities:

  - Visual acuity sufficient to draw up the correct quantity of medication in a syringe or detect changes in skin color or condition.
  - Auditory ability sufficient to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor patient physiological status.
  - Tactile abilities sufficient to detect unsafe temperature levels in heat-producing devices used in patient care or detect anatomical abnormalities, such as edema or small nodules.

B. Communication Abilities

- Ability to communicate with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communications, such as interpretation of facial expressions, affect and body language).

- Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.

  Examples of relevant activities:

  - Abilities sufficient to give verbal directions to or follow verbal directions from other members of the health care team and to participate in health care team discussions of patient care.
  - Ability sufficient to elicit and record information about health history, current health state, or responses to treatment from patients or family members.
  - Ability sufficient to convey information to clients and others as necessary to teach, direct, and counsel individuals.

C. Motor Abilities

- Sufficient motor function to execute movements required to provide general care and treatment to patients in all health care settings.

- Required motor functions include gross and fine motor skills, physical endurance, physical strength and mobility to carry out nursing procedures, perform basic laboratory tests and provide routine and emergency care and treatment to patients.

  Examples of relevant activities:

  - Fine motor skills sufficient to obtain assessment information by palpation, auscultation, percussion, and other diagnostic maneuvers.
  - Physical endurance sufficient to complete assigned periods of clinical practice.
  - Mobility sufficient to carry out patient care procedures, such as tracheostomy care or performing emergency airway suctioning.
  - Strength sufficient to carry out patient care procedures, such as assisting in the turning and lifting of patients.

D. Behavioral, Interpersonal, and Emotional Abilities

- Ability to relate to colleagues, staff and patients with honesty, integrity and non-discrimination.

- Capacity for the development of a mature, sensitive and effective therapeutic relationship with clients.

- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.

- Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.

  Examples of relevant activities:

  - Emotional skills sufficient to remain calm in an emergency situation.
  - Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural, and social backgrounds.
  - Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients.

E. Cognitive, Conceptual, and Quantitative Abilities

- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.

- Ability to gather data, develop a plan of action, establish priorities, and monitor treatment plans and modalities.

- Ability to comprehend three-dimensional and spatial relationships.

  Examples of relevant activities:

  - Cognitive skills sufficient to calculate appropriate medication dosage given specific patient parameters.
  - Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.
  - Quantitative ability sufficient to collect data, prioritize needs and anticipate reactions.
  - Ability to comprehend spatial relationships adequate to properly administer IM injections or assess wounds of varying depths.

*Adapted from the Technical Standards for Admission, Progression, and Graduation from The University of North Carolina at Chapel Hill with permission.

Admission to, and graduation from, the nursing program does not guarantee that the West Virginia Board of Examiners for Registered Professional Nurses will endorse the graduate as a candidate to sit for the licensure examination.

The Community and Technical College System of West Virginia Consortium of Associate Degree Nursing Programs reserves the right to amend this document, upon recommendation of the Schools of Nursing, without notice to insure the integrity of the program and safety of the students, colleges, and community at large.

Professional Standards & Safe Clinical Practice Standards

Students enrolled in the WVCTCS Consortium for Associate Degree Nursing Programs are held accountable to uphold the **Professional Standards** and **Safe Clinical Practice Standards**. Any student who engages in unethical, illegal, or dishonest behavior, or poses imminent danger to the safety of a patient, health care member or a visitor, may face immediate dismissal/permanent suspension from the Nursing Program.

Overview

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management.

Tasks

- Monitor, record, and report symptoms or changes in patients' conditions.
- Maintain accurate, detailed reports and records.
- Record patients' medical information and vital signs.
- Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.
- Modify patient treatment plans as indicated by patients' responses and conditions.
- Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.
- Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.
- Monitor all aspects of patient care, including diet and physical activity.
- Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs.
- Prepare patients for and assist with examinations or treatments.

Skills

- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

- Coordination — Adjusting actions in relation to others' actions.

- Speaking — Talking to others to convey information effectively.

- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

- Service Orientation — Actively looking for ways to help people.

- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

- Science — Using scientific rules and methods to solve problems.

Abilities

- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

- Oral Comprehension — The ability to listen to and understand information and

ideas presented through spoken words and sentences.

- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.

- **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.

- **Written Comprehension** — The ability to read and understand information and ideas presented in writing.

- **Speech Clarity** — The ability to speak clearly so others can understand you.

- **Speech Recognition** — The ability to identify and understand the speech of another person.

- **Written Expression** — The ability to communicate information and ideas in writing so others will understand.

Work Activities

- **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.

- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.

- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.

- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.

- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.

- **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.

Work Styles

- **Concern for Others** — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

- **Integrity** — Job requires being honest and ethical.

- **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.

- **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.

- **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

- **Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.

- **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

- **Adaptability/Flexibility** — Job requires being open to change (positive or negative) and to considerable variety in the workplace.

- **Initiative** — Job requires a willingness to take on responsibilities and challenges.

- **Independence** — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

*Information retrieved from: http://www.onetonline.org/link/summary/29-1141.00

Clinical Practice Requirements

Each student admitted into the Community and Technical College System of West Virginia Consortium of Associate Degree Nursing Programs must complete the following:

Physical Examination

After formal acceptance into the Nursing Program, all students must have a physical examination and file the results of the physical examination and required immunizations at the respective school of nursing.

CPR Certification

Each student admitted into the Nursing Program is required to provide and maintain current CPR certification valid through their graduation date by the American Heart Association, Health Care Provider (with the use of a AED), as well as in-service education as determined by the faculty and affiliate health care agencies.

Drug Screening

The Community and Technical College System of West Virginia Consortium of Associate Degree Nursing Programs supports drug-free communities. Therefore, all students admitted to and enrolled in any program within consortium are subject to the Nursing Program's Drug and Alcohol Testing Policy.

To that end, students in all Nursing Programs may be required to submit to randomized, mandatory drug screening without notice. Failure to cooperate will result in administrative dismissal from the Nursing Program. Students who test positive for alcohol, illegal usage of a controlled substance, or illicit drugs will be immediately dismissed from the program and will not be eligible for readmission to any Nursing Program in the consortium.

Any student demonstrating behaviors of reasonable suspicion or impaired capacity will be required to undergo immediate drug/alcohol testing. All costs incurred as a result of this action is the responsibility of the student.

Background Check

Criminal background checks are required for all students entering the Community and Technical College System of West Virginia Consortium of Associate Degree Nursing Programs. Cost associated with the state and federal criminal history checks will be the responsibility of the student. A clinical facility has the right to refuse a student access to clinical experiences based on results of the criminal background check, which may prevent progression in the Nursing Program. The WVCTCS Consortium of Associate Degree Nursing Programs reserves the right to nullify a student's admission based on the results of his or her background check.

Providing false information and/or failure to disclose background information on the application to the Nursing Program is grounds for immediate dismissal/permanent suspension.

Confidentiality Statements and Health Insurance Portability and Accountability Act of 1996 (HIPAA) Training

Students in the Nursing Programs are subject to institutional, state, and federal regulations. Completion of required documentation is necessary for participation in clinical and community experiences. Students will sign a HIPAA confidentiality statement at the start of each semester.

The Community and Technical College System of West Virginia Consortium of Associate Degree Nursing Programs is an Equal Opportunity/Affirmative

Action institution. The schools of nursing do not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of their educational programs, activities, or with respect to admission or employment. Further, faculty, staff, students, and applicants are protected from retaliation for filing complaints or assisting in an investigation under the Equal Opportunity/Affirmative Action Plan of each respective school.

Program of Study

The WVCTCS Consortium of Associate Degree Nursing Programs is approved by the West Virginia Board of Examiners for Registered Professional Nurses. Each school participating in the Consortium is accredited by, or pursuing accreditation by, the ACEN. The curriculum requirements are to include the biological, physical, and behavioral sciences consisting of medical-surgical nursing and mental health concepts and psychiatric nursing. The Board requires the graduate to meet all requirements of the college, department, or school of nursing granting the diploma or degree.

The WVCTCS Consortium of Associate Degree Nursing Programs core curriculum is designed to guide qualified students through structured learning experiences in health care settings to meet eligibility requirements for the National Council Licensing Examination for Registered Nurses (NCLEX-RN).

Courses that include a laboratory experience have a 1 credit hour to 3 contact hour ratio. For example, one laboratory credit hour is equivalent to three contact hours. Pharmacology is a content thread throughout all courses of study.

Course Descriptions

Nursing 134: Introduction to Nursing Concepts

This foundational course is designed to introduce concepts to the beginning nursing student that will focus on maintaining health and promoting wellness throughout the lifespan. Concepts and core values basic to the foundation of nursing practice are presented. Classroom and laboratory experiences provide opportunity for understanding of the nursing process, clinical judgment and decision making.

Prerequisite: Admission to Nursing Program

Pre/Co-requisites: A&P I

Co-requisite: Drug Dosage and Calculation I; Health Assessment and Diagnostics I

Course Credit Hours: Eight (8) credit hours. Five (5) credit hours classroom; three (3) credit hours lab / clinical (9 contact hours).

Nursing 144: Nursing Concepts of Health and Illness I

This course builds upon foundational concepts across the lifespan while introducing the concepts of the wellness-illness continuum and the individual and family response. Classroom and laboratory experiences provide opportunity for application of the nursing process and development of clinical judgment and decision making.

Prerequisite: Introduction to Nursing Concepts

Pre/Co-requisites: A&P II

Co-requisite: Drug Dosage and Calculation II; Health Assessment and Diagnostics II

Course Credit Hours: Nine (9) credit hours; five (5) contact hours classroom; four (4) credit hours lab /clinical (12 contact hours).

Nursing 234: Nursing Concepts of Health and Illness II

This course expands the concepts of the wellness-illness continuum, with emphasis on the expanding family and tertiary care within the community. Classroom and laboratory experiences provide opportunity for analysis within the nursing process and application of clinical judgment and decision making.

Prerequisite: Nursing Concepts of Health and Illness I

Pre/Co-requisites: Psychology; English Composition

Course Credit Hours: Nine (9) credit hours. Five (5) credit hours classroom; four(4) credit hours lab/clinical (12 contact hours).

Nursing 244: Synthesis of Nursing Concepts

This course focuses on the integration of interrelated concepts across the wellness-illness continuum. Classroom and laboratory experiences provide opportunity for synthesis of the nursing process and integration of clinical judgment and decision making.

Prerequisite: Nursing Concepts of Health and Illness II

Co-requisite: Professional Nursing and Health System Concepts

Pre/Co-requisites: General education elective

Course Credit Hours: Nine (9) credit hours. Four (4) credit hours classroom; five (5) credit hours lab/clinical (15 contact hours).

Nursing 245: Professional Nursing and Health Systems Concepts

This capstone course will focus on current issues in health care and the nursing profession and is designed to facilitate the transition from student to professional registered nurse. Topics of discussion will include national health policy and politics, ethical and bioethical issues, career development, application for state licensure and preparation for the NCLEX-RN examination.

Prerequisite: Nursing Concepts of Health and Illness II

Co-requisites: Synthesis of Nursing Concepts

Course Credit Hours: Three (3) credit hours. Two (2) credit hours classroom; one (1) credit hour laboratory (3 contact hours).

Nursing 133: Health Assessment and Diagnostics I

This course is designed to introduce the nursing student to the knowledge and skills required to perform a health assessment across the lifespan and to document appropriate findings. The nursing student will be introduced to normal lab values and basic diagnostic procedures.

Prerequisite: Admission to Nursing Program

Pre/Co-requisites: A&P 1

Co-requisites: Introduction to Nursing Concepts, Drug Dosage and Calculation I

Course Credit Hours: Two (2) credit hours. One (1) credit hour classroom; one (1) credit hour laboratory (3 contact hours).

Nursing 143: Health Assessment and Diagnostics II

This course is designed to focus on abnormal assessment and diagnostic findings. Modifications of assessment for select populations will be addressed.

Prerequisite: A&P 1, Drug and Dosage Calculation I, Introduction to Nursing Concepts Health and Diagnostics I

Pre/Co-requisites: A&P 2, Drug and Dose Calculation II

Co-requisites: Nursing Concepts of Health and Illness I

Nursing 132: Drug and Dose Calculations I

This course is designed to enhance the nursing student's ability to read, interpret, and solve dosage calculation problems. Critical thinking skills are applied to medication situations to emphasize the importance of accuracy and the avoidance of medication errors.

Prerequisite: Admission to nursing program

Pre/Co-requisites: A&P 1

Co-requisites: Introduction to Nursing Concepts, Health Assessment and Diagnostics I

Nursing 142: Drug and Dose Calculations II

This course expands the nursing student's ability to read, interpret, and solve increasingly complex dosage calculation problems. Critical thinking skills are applied to age and acuity specific variations in select populations.

Prerequisite: A&P 1, Drug and Dosage Calculation I, Introduction to Nursing Concepts Health and Diagnostics I

Co-requisites: A&P 2, Health Assessment and Diagnostics

Grading Scale

Students enrolled in the WVCTCS Consortium of Associate Degree Nursing Programs must earn at least 80% of the total points possible for each of the nursing courses in order to pass the course. Failure to achieve an 80% will result in a nursing course failure.

The Nursing Program grading scale is as follows:

Grade	Scale
A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	0-60

Clinical Performance Evaluation

Students will be evaluated periodically on their performance of clinical behaviors that reflect progress toward the achievement of the program student learning outcomes. Each course student learning outcome is listed on the Clinical Performance Evaluation Tool with expected behaviors. Students will receive formative clinical evaluations on a weekly basis. Students will also receive a formal graded summative evaluation at the end-of-term for each semester of the Nursing Program. Clinical performance within a

nursing course is graded as pass/fail. An unsatisfactory on the final Clinical Performance Evaluation Tool will result in a clinical failure. Students who receive a clinical failure will receive a grade of "F" for the corresponding nursing course.

Request for Transfer

Students who have course work completed in a WVCTCS Consortium of Associate Degree Nursing Program and wish to transfer to another Nursing Program within the Consortium may make a request for transfer. In order to be considered for transfer from a current WVCTCS Consortium Associate Degree Nursing Program into another WVCTCS Consortium of Associate Degree Nursing Program, the following criteria must be met:

1. The student must be eligible for admission to the receiving college.
2. Requests for transfers must be completed in writing.
3. A request for transfer will be accompanied by a letter of good standing written by the Program Director of the transferring school of nursing.
4. Submit an official copy of ALL college work attempted.
5. Submit an official copy of pre-nursing admission assessment composite scores.

All transfers will count toward the three (3) calendar year time limit for completion of the Nursing Program. Transfer to another school within the Nursing Program is dependent on space availability at the receiving school. Students may only request to transfer one time.

All correspondence is to be addressed to the receiving school of nursing's Program Director/Chairperson. Applicants will be notified, in writing, of the decision of the receiving school of nursing. Requests for transfer are dependent on available space within a nursing course/program.

If an applicant has been dismissed from the current WVCTCS Consortium of Associate Degree Nursing Program or is not permitted to return to the current program for any reason, the applicant is ineligible for transfer into another nursing program with the Consortium.

All previous nursing course failures with any WVCTCS Consortium of Associate Degree Nursing Programs will be recognized, documented, and will follow the applicant into the nursing program at the receiving school of nursing. A second (2) required course failure will result in dismissal/permanent suspension from the WVCTCS Consortium of Associate Degree Nursing Programs.

There is a three (3) year maximum time to complete the WVCTCS Consortium of Associate Degree Nursing Program. This three year time limit will begin with the first nursing course taken at any previous school of nursing.

Failure to disclose pertinent information will be grounds for rejection of the applicant's request for transfer.

Dismissal/Permanent Suspension from Program

Reasons for dismissal/permanent suspension from the WVCTCS Consortium of Associate Degree Nursing Programs include but are not limited to the following:

1. Academic or clinical dishonesty (e.g. plagiarism, cheating, falsifying records, etc.).
2. Infractions of academic standards, rules, and regulations (e.g. behavioral expectations, required grade point average, course failures/withdrawal, etc., as stated in Student Nurse Handbook and college catalog).
3. Failure to meet clinical objectives by conducting oneself in a manner considered harmful and/or unsafe in regard to patient safety.

4. Failure to uphold the standards for professional nursing practice as identified in Series 9 and 10 of the Legislative Rules for the West Virginia Board of Examiners for Registered Professional Nurses.

5. Violation of the "Professional Standards and Safe Clinical Practice Standards."

Recommendation to dismiss/permanently suspend a student from the WVCTCS Consortium of Associate Degree Nursing Programs may be made by a faculty member or members. This recommendation should be forwarded to the respective school of nursing's Nursing Program Director/Chairperson/Dean. Final decision for program dismissal/permanent suspension shall be made by the Program Director/Chairperson/Dean of the school of nursing at which the student is enrolled. Written notice shall be sent to the student with further notifications consistent with the School of Nursing's procedures. Dismissal/permanent suspension from the Nursing Program renders the student ineligible for readmission to any other schools within the Consortium.

When the decision to dismiss/permanently suspend a student from the Nursing Program has been made, the student may choose to institute an academic appeal. The appeal process at the respective school of nursing should be followed.

Series 9 & 10

Professional Conduct of Nursing Students

The State of West Virginia has Code and Legislative Rules governing Registered Professional Nurses. Title 19 Series one is Policies and Criteria for the Evaluation and Accreditation of Colleges, Department or Schools of Nursing. This series states that "Students shall adhere to the standards for professional conduct as stated in the board's rule, Standards for Professional Nursing Practice, 19CSR10, and are subject to disciplinary action by the board as stated in the board's rule, Disciplinary Action, 19CSR9.

TITLE 19
PROCEDURAL RULE
WEST VIRGINIA BOARD OF EXAMINERS FOR
REGISTERED PROFESSIONAL NURSES
SERIES 9

DISCIPLINARY ACTION

§19-9-1. General.

1.1. Scope. -- This rule defines the role and authority of the board in investigation and resolution of disciplinary matters.

1.2. Authority. -- W. Va. Code §§30-1-4 and 30-7-4.

1.3. Filing Date. -- August 17, 2004.

1.4. Effective Date.- September 18, 2004.

§19-9-2. Definitions.

2.1. The following words and phrases as used in this rule have the following meanings, unless the context otherwise requires:

2.1.a. "Board" means the West Virginia Board of Examiners for Registered Professional Nurses.

2.1.b. "Complaint" means any written, verbal, or other communication with the board or its representatives which indicates or tends to indicate that a licensee is acting or has acted in violation of W. Va. Code §§30-7-1 et seq. or 30-15-1 et seq., or rules governing the practice of registered professional nursing.

2.1.c. "Proof" means all types of evidence except testimony, including but not limited to records, documents, exhibits, concrete objects, laboratory or other tests, and the reports of results of examinations or laboratory or other tests.

2.1.d. "Testimony" means evidence given by a witness under oath or affirmation, including but not limited to oral statements, affidavits, or depositions.

§19-9-3. Complaint Procedures.

3.1. The Board will accept a complaint from any individual against one or more licensees.

3.2. The complaint may be written or verbal. The Board may accept anonymous complaints if the complaint provides enough information to begin an investigation. The Board may provide a form for the purpose of completing a complaint. Complaints shall include the following:

3.2.a. name and address of the licensee against whom the complaint is being filed;

3.2.b. the alleged violation which prompted the complaint;

3.2.c. the date or dates of the incident prompting the complaint;

3.2.d. any supporting documents related to the alleged violation; and

3.2.e. the name, address and telephone numbers of any and all witnesses to the incident.

3.3. The Board shall maintain a log of all complaints, indicating date of receipt, license number of nurse against whom the complaint is filed and the name of the individual filing the complaint.

3.4. A registered professional nurse required to file a complaint with the Board in accordance with this rule or any other applicable state law or rule shall do so within thirty (30) days after their knowledge of the alleged violation.

3.5. Complainants are immune from liability for the allegations contained in their complaints filed with the Board unless the complaint is filed in bad faith or for a malicious purpose.

3.6. The Board or its representatives shall gather information necessary to determine the validity of the complaint. All necessary investigative techniques, including but not limited to, subpoenas and interviewing potential witnesses, may be utilized.

3.7. The complainant shall be sent an acknowledgment stating one or more of the following:

3.7.a. The allegations are being reviewed by the Board; or

3.7.b. The allegations are beyond the jurisdiction of the Board; or

3.7.c. More information is required in order to fully investigate the complaint.

3.8. The licensee shall be sent a Notice of Complaint containing the allegations. The

licensee has fourteen (14) days to respond to the allegations. The licensee shall also be sent a copy of the complaint filed against his/her license and any supporting documents filed with the complaint.

3.9. Board staff shall review all information received, including subpoenaed information, and determine if further investigation is necessary, if disciplinary action is warranted or if the case needs to be referred to the Disciplinary Review Committee (DRC) for review and/or dismissal.

3.9.a. The DRC may dismiss a case, direct staff to further investigate the allegations or determine the disciplinary action that should be taken against the license.

3.10. Board staff may negotiate terms of consent agreements if probable cause for disciplinary action is warranted.

3.10.a. The DRC shall review all consent agreements for approval and signature; it can reject the consent agreement or request modifications to the consent agreement.

3.11. If the DRC rejects the consent agreement and the licensee rejects the DRC's modifications, if any, staff shall set the case for hearing.

3.12. If the licensee contests the allegations and refuses to enter into a consent agreement, Board staff shall set the case for hearing.

3.13. A licensee may request complaints that are dismissed by the DRC to be expunged from the licensee's file after three (3) years if no other complaint is received against the same licensee within the three (3) year period.

§19-9-4. Investigation.

4.1. Upon complaint or on its own initiative, the Board or its employees or designees may investigate conduct which is occurring or has occurred which would violate W. Va. Code §§30-7- 1 et seq., 30-15-1 et seq., or rules governing the practice of registered professional nursing.

4.2. For the purposes of an investigation by the Board:

4.2.a. The executive secretary or assistant executive secretary may subpoena witnesses and documents and administer oaths;

4.2.b. The Board or its authorized agents may depose witnesses, take sworn statements and collect other evidence;

4.2.c. The Board may institute proceedings in the courts of this state to enforce its subpoenas for the production of witnesses and documents and its orders and to restrain and enjoin violations of W. Va. Code §§30-7-1 et seq., 30-15-1 et seq., or rules governing the practice of registered professional nursing;

4.2.d. The Board may review pertinent medical records during the course of its investigation, and shall remove patient identifying information from records which are introduced as evidence at any disciplinary hearing;

4.2.e. The Board, or its employees or designees within the limits of authority granted by the Board, may employ investigators, consultants and other employees as may be necessary to assist in an investigation;

4.2.f. All powers of the Board and its employees or designees may be exercised to investigate a matter, even if a hearing or disciplinary action does not result from the investigative findings.

§19-9-5. Disciplinary Action.

5.1. The Board has the authority to deny, revoke, suspend, or otherwise discipline a licensee or applicant for licensure upon proof that the licensee or applicant for licensure has violated the provisions of W. Va. Code §§30-7-1 et seq.

5.1.a. The Board shall afford every person subject to disciplinary proceedings an opportunity for a hearing, as set forth in the Board's rule regarding Contested Case Hearing Procedure, 19 CSR 5;

5.1.b. If an applicant for licensure or a licensee fails to appear at a scheduled hearing or fails to reply to the notification of hearing, the charges specified may be taken as true and the Board may proceed with the disciplinary action;

5.1.c. Following a hearing before the Board or its hearing examiner, the Board will issue its decision on any disciplinary matter;

5.1.d. The Board may establish a committee that has the authority to resolve disciplinary matters through a formal consent agreement with a licensee, permitting the licensee to voluntarily agree to disciplinary action in lieu of a formal evidentiary hearing.

5.1.e. The Board or its authorized committee may take disciplinary action which includes, but is not limited to, the denial, suspension, or revocation of a license to practice as a registered professional nurse, or probation of a registered professional nursing license with terms to be met for continued practice, or the assessment of additional renewal, reinstatement, or administrative costs or fines against a licensee, or a combination of these or other actions. A licensee who fails to pay a fine or administrative cost assessed as part of disciplinary action or non-disciplinary action within the time period agreed upon between the parties, may be disciplined or may remain under the disciplinary terms until the fine and administrative costs are paid in full.

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BOARD OF EXAMINERS FOR REGISTERED PROFESSIONAL NURSES
SERIES 10
STANDARDS FOR PROFESSIONAL NURSING PRACTICE

'19-10-1. General.

1.1. Scope. -- This rule establishes standards of safe practice for the registered professional nurse, and serves as a guide for the board in evaluating nursing care to determine if it is safe and effective.

1.2. Authority. -- W. Va. Code '30-7-4

1.3. Filing Date. -- March 31, 1994

1.4. Effective Date. -- April 1, 1994

'19-10-2. Standards Related to the Registered Professional Nurse's Responsibility to Implement the Nursing Process.

2.1. The registered professional nurse shall conduct and document nursing assessments of the health status of individuals and groups by:

2.1.1. Collecting objective and subjective data from observations, examinations, interviews, and written records in an accurate and timely manner. The data includes but is not limited to:

2.1.1.a. The client's knowledge and perception about health status and potential, or maintaining health status;

2.1.1.b. Consideration of the client's health goals;

2.1.1.c. The client's biophysical and emotional status;

2.1.1.d. The client's growth and development;

2.1.1.e. The client's cultural, religious and socio-economic background;

2.1.1.f. The client's ability to perform activities of daily living;

2.1.1.g. The client's patterns of coping and interacting;

2.1.1.h. Environmental factors (e.g. physical, social, emotional and ecological);

2.1.1.i. Available and accessible human and material resources;

2.1.1.j. The client's family health history; and

2.1.1.k. Information collected by other health team members;

2.1.2. Sorting, selecting, reporting and recording the data; and

2.1.3. Continuously validating, refining and modifying the data by utilizing all available resources, including interaction with the client, the client's family and significant others, and health team members.

2.2. The registered professional nurse shall establish and document nursing diagnoses and/or client care needs which serve as the basis for the plan of care.

2.3. The registered professional nurse shall identify expected outcomes individualized to the client and set realistic and measurable goals to implement the plan of care.

2.4. The registered professional nurse shall develop and modify the plan of care based on assessment and nursing diagnosis and/or patient care needs. This includes:

2.4.1. Identifying priorities in the plan of care;

2.4.2. Prescribing nursing intervention(s) based upon the nursing diagnosis and/or patient care needs;

2.4.3. Identifying measures to maintain comfort, to support human functions and responses, to maintain an environment conducive to well-being, and to provide health teaching and counseling.

2.5. The registered professional nurse shall implement the plan of care by:

2.5.1. Initiating nursing interventions through:

2.5.1.a. Writing nursing orders and/or directives;

2.5.1.b. Providing direct care;

2.5.1.c. Assisting with care; and

2.5.1.d. Delegating and supervising nursing care activities;

2.5.2. Providing an environment conducive to safety and health;

2.5.3. Documenting nursing interventions and responses to care; and

2.5.4. Communicating nursing interventions and responses to care to other members of the health care team.

2.6. The registered professional nurse shall evaluate patient outcomes and the responses of individuals or groups to nursing interventions. Evaluation shall involve the client, the client's family and significant others, and health team members.

2.6.1. Evaluation data shall be documented and communicated to other members of the health care team.

2.6.2. Evaluation data shall be used as a basis for reassessing the client's health status, modifying nursing diagnoses and/or patient care needs, revising plans of care, and prescribing changes in nursing interventions.

'19-10-3. Standards Related to the Registered Professional Nurse's Responsibility as a Member of the Nursing Profession.

3.1. The registered professional nurse shall know the statutes and rules governing nursing and function within the legal boundaries of nursing practice.

3.2. The registered professional nurse shall accept responsibility for his or her individual nursing actions and competence.

3.3. The registered professional nurse shall obtain instruction and supervision as necessary when implementing nursing techniques or practices.

3.4. The registered professional nurse shall function as a member of the health team.

3.5. The registered professional nurse shall collaborate with other members of the health team to provide optimum patient care.

3.6. The registered professional nurse shall consult with nurses and other health team members and make referrals as necessary.

3.7. The registered professional nurse shall contribute to the formulation, interpretation, implementation and evaluation of the objectives and policies related to nursing practice within the employment setting.

3.8. The registered professional nurse shall participate in the systematic evaluation of the quality and effectiveness of nursing practice.

3.9. The registered professional nurse shall report unsafe nursing practice to the Board and unsafe practice conditions to recognized legal authorities.

3.10. The registered professional nurse shall delegate to another only those nursing measures which that person is prepared or qualified to perform.

3.11. The registered professional nurse shall supervise others to whom nursing interventions are delegated.

3.12. The registered professional nurse shall retain professional accountability for nursing care when delegating nursing interventions.

3.13. The registered professional nurse shall conduct practice without discrimination on the basis of age, race, religion, gender, sexual preference, socio-economic status, national origin, handicap, or disease.

3.14. The registered professional nurse shall respect the dignity and rights of clients regardless of social or economic status, personal attributes, or nature of the client's health problems.

3.15. The registered professional nurse shall respect the client's right to privacy by protecting confidential information unless obligated by law to disclose the information.

3.16. The registered professional nurse shall respect the property of clients, family, significant others, and the employer.

3.17. The registered professional nurse assuming advanced practice shall be qualified to do so through education and experience as set forth in W.Va. Code ’30-7-1 et seq. and the rule governing Announcement of Advanced Practice, 19 WV CSR 7.

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BVCTC Nursing Program Student Handbook

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Welcome Letter

Welcome to the Associate of Applied Science (AAS) Degree Nursing program at BridgeValley Community and Technical College (BVCTC), a member of the West Virginia Consortium of Associate Degree Nursing Programs (WVCADN)- a program that is accredited by the West Virginia Board of Examiners for Registered Professional Nurses and the Accrediting Commission for Education in Nursing (ACEN). Your admission to BridgeValley Community and Technical College and this program is evidence of your academic achievements and ability. The nursing and support faculty are committed in staging a creative and supportive environment in which you will interact and modify your behavior and thinking throughout the teaching-learning process. I trust that you will find your course of study exciting, yet challenging. The BVCTC Nursing Program Student Handbook was prepared to assist you in becoming familiar with the policies and procedures of the nursing program and will serve as an adjunct to the BridgeValley Community and Technical College Catalog and Student Handbook. The Community and Technical College System of West Virginia (CTCS) Student Nurse Handbook will be applicable to students admitted beginning Fall 2014 and thereafter. I wish you every success at BridgeValley Community and Technical College and in your future professional nursing career. Congratulations on taking an important step in your life and achieving your career goal- being a Registered Nurse!

Mr. B. Kent Wilson
Nursing Program Chair

Accreditation Status

Our Nursing Program has been fully accredited by the Accreditation Commission for Nursing (ACEN) and the West Virginia Board of Examiners for Registered Professional Nurses since 2007.

Contact information for the Accreditation Commission for Education in Nursing (ACEN):

Marsal P. Stoll, EdD, MSN
Chief Executive Officer
Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Or by email at:
Mstoll@acenursing.org

Contact information for the West Virginia Board of Examiners for Registered Professional Nurses:

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Foreword

The BridgeValley Community and Technical College Nursing Student Handbook is designed to provide nursing students with a ready reference manual for the nursing program. This handbook deals specifically with the policies and procedures for the nursing program and serves to assist nursing students toward successful completion in their course of study. As such, it is intended to supplement, not replace, the policy and procedure publications to which all students of BridgeValley Community and Technical College are subject, such as the:

- BridgeValley Community and Technical College Catalog
- BridgeValley Community and Technical College Student Handbook

It is the responsibility of each student to review this handbook regularly and to understand its contents. Nursing students may want to consult nursing course syllabi for further guidance with program policies and specific course requirements. This handbook is not a contract expressed or implied and the contents herein are subject to change, revision, cancellation or withdrawal without published notice and without liability. The faculty reserves the right to modify, change, or delete any or all these policies and procedures, in whole or part- as

such; students will be notified in writing in a timely fashion.

Contents of the Nursing Student Handbook supersede any prior published West Virginia State Community and Technical College / Kanawha Valley Community and Technical College / BridgeValley Community and Technical College Nursing Handbooks.

History

Plans to develop a nursing program at BVCTC began with the College's movement towards independent accreditation. Under the leadership of Dr. Ervin Griffin, administration sought guidance from the National League for Nursing on personnel, financial, and physical resources necessary to implement an associate degree nursing program. The *Intent to Plan* was filed with the West Virginia Board of Examiners for Professional Registered Nurses (WVBOERN) and received approval in October 2004, which permitted advertisement to prospective students. Dr. Martha Sue Forsbrey served as the institution's first Nursing Program Director in 2004.

The following year (2005), a *New Nursing Program* application was submitted to the WVBOERN and the first faculty member was hired for program development. The first class of 43 students was admitted in August 2005. Charleston Area Medical Center (CAMC) approached the BVCTC nursing program to provide a mid-year class composed of employees in an effort to address their registered nurse shortage. A contract was developed and the first cohort of 23 students began in January 2006.

The WVBOERN Board awarded provisional accreditation in October 2005 and 2006. Full accreditation could not be awarded until the first class' licensure exam success was calculated. The National League for Nursing Accrediting Commission (NLNAC) and the WVBOERN gave full accreditation status in 2007.

In 2008, an *LPN-RN Bridge* was developed, which was later revised in 2010 to meet educational and local industry healthcare needs. Dr. Martha Sue Forsbrey retired in 2010 and B. Kent Wilson became the second Nursing Program Director. Since the program's inception, grants and in-kind contributions of more than $2 million dollars have been received and allocated for a basic nursing skills lab and an advanced patient simulation lab for innovative teaching strategies for the BVCTC students.

On March 20, 2014 BridgeValley Community and Technical College was founded with the consolidation of Bridgemont and Kanawha Valley Community and

Technical Colleges. Existing campus locations were maintained in Montgomery and South Charleston, along with the addition of a new Advanced Technology Center in South Charleston.

Mission

The mission of the WVCTCS Consortium of Associate Degree Nursing Programs is to prepare students for professional nursing practice while providing a knowledge base for career mobility and further academic study. These programs are committed to providing accessible, high-quality nursing education to meet the diverse and changing health-care needs of the community and beyond.

The mission of the BridgeValley Community and Technical College Nursing Program is to educate competent and caring nursing professionals through a quality Associate of Applied Science (2-year) Degree in Nursing. A combination of general education, related cognates and courses from the professional major provide students with the opportunity to acquire the knowledge and skills needed to practice in a variety of direct client care settings as well as providing the educational foundation for lifelong learning and further study in nursing. Successful completion of the program fulfills the academic eligibility requirement to make application for the National Council Licensure Exam for Registered Nurses (NCLEX-RN).

Vision

We at BridgeValley Community and Technical College are a forward looking educational institution. We are dedicated to crafting an environment of learning that embodies a powerful collaborative, professional culture where teachers and students work together to improve instruction. We will create an environment of learning, cooperation, and mutual respect. The school will serve all students with high-quality, interactive, in-depth, and engaging instructional approaches. Faculty will strive to be professionally proficient, passionate educators who enthusiastically help students reach the highest academic standards. Students will be encouraged to live inspiring, meaningful, purpose driven lives.

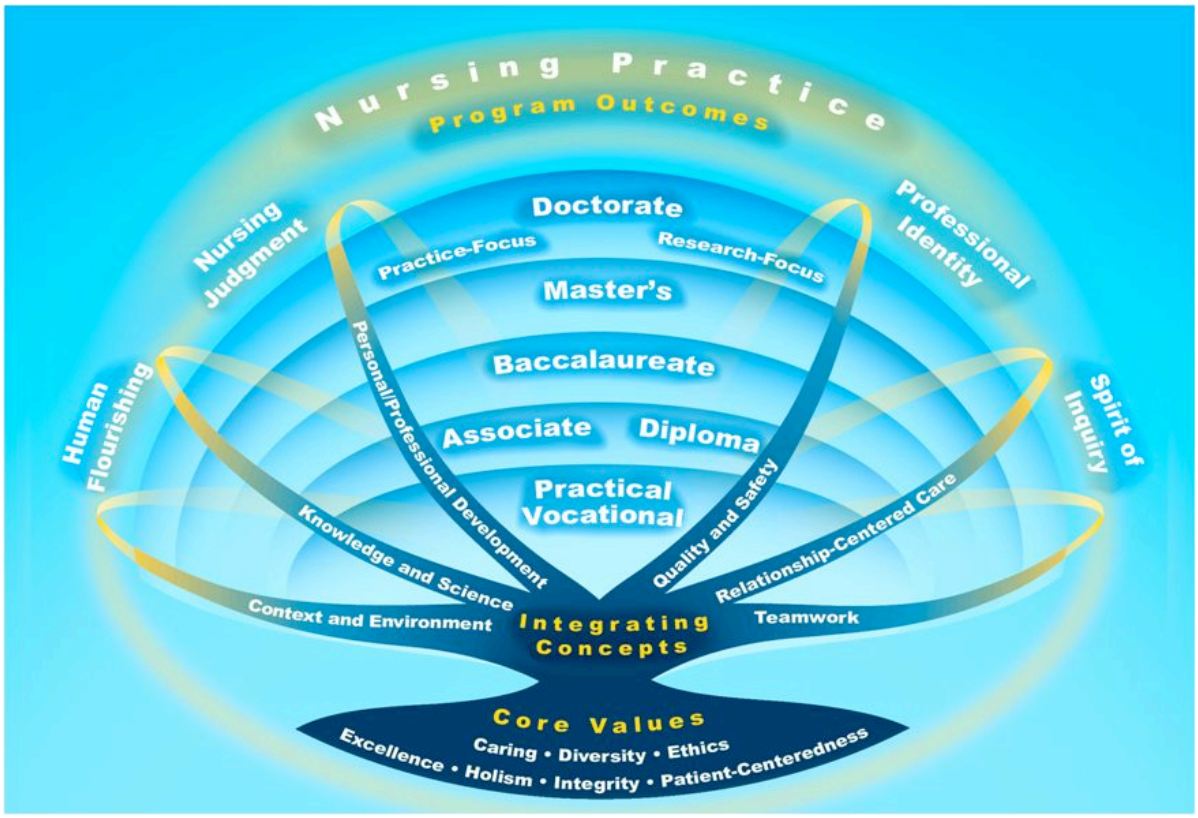
Philosophy

The WVCTCS Consortium of Associate Degree Nursing Programs is committed to a quality educational environment.

The educational philosophy of the WVCTCS Consortium of Associate Degree Nursing Programs incorporates the seven core values of the National League for Nursing Competencies Framework which includes caring, diversity, ethics, excellence, holism, integrity, and patient centeredness (NLN, 2010). We believe that "all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care" (NLN, 2010).

The Consortium supports education as a life-long process incorporating a spirit of inquiry, supported by evidence based research. The faculty believes that students need to develop nursing judgment in their practice, develop a professional identity as a nurse, and learn to support patients and families in development of their ongoing growth as human beings. Life-long learning consists of acquiring knowledge, demonstrating proficient skills, and developing ethical attitudes and values.

Conceptual Framework



(National League for Nursing, 2010, p.8.)

The WVCTCS Consortium of Associate Degree Nursing Program's conceptual framework is based on the National League for Nursing (NLN) Educational Competencies Model and the components within it. The model consists of the following components (National League for Nursing, 2010):

Core Values: Seven core values, implicit in nursing's historic paradigm, are foundational for all nursing practice. These values are **caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness**. They are shown at the root of the model, to indicate that each type of nursing program and each type of competency must be grounded in these fundamental values (p. 8).

Integrating Concepts: Emerging from the seven core values are six integrating concepts: **context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork**. These concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing (p. 8).

The WVCTCS Consortium of Associate Degree Nursing Programs upholds the core values of the National League for Nursing: caring, diversity, ethics, integrity, patient-centeredness, excellence and holism as evidenced by the following program student learning outcomes.

Integrating Concepts

The Integrating Concepts of the WVCTCS Consortium of Associate Degree Nursing Program's curriculum emerge from the seven core values identified by the National League for Nursing (2010). The six integrating concepts include:

- Context and environment
- Knowledge and science
- Personal and professional development
- Quality and safety
- Relationship-centered care
- Teamwork

Within the Conceptual Framework schematic, these concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences.

The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing. (National League for Nursing, 2010, p.8.)

Program Student Learning Outcomes

At the completion of the Associate Degree Nursing Program, graduates will be prepared to:

Human Flourishing

Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

1. Collaborate with the patient or designee to plan and provide nursing care that respects the patient's individual values and needs.

Nursing Judgment

Make 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.

2. Generate safe and effective patient centered care using the nursing process.

3. Incorporate effective communication strategies to reduce risk and injuries in the healthcare environment.

Professional Identity

Implement 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. Create caring relationships with patients and support systems consistent with the ANA Standards of Nursing Practice and the Code of Ethics.

5. Evaluate the utilization of healthcare system resources to efficiently and effectively manage care.

Spirit of Inquiry

Examine 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.

6. Integrate current best practices to plan and implement safe and effective patient care.

Definition of Terms

The Nursing Program at BridgeValley Community and Technical College further defines:

Nursing Practice

Nursing practice employs the dynamic combination of art and science in meeting the health related needs of individuals and their significant others, throughout all stages of life. As unique and holistic beings, humans manifest physical, emotional, intellectual, socio-cultural, and spiritual needs requiring prudent clinically and culturally competent nursing care. Health is a dynamic and individually perceived state of functioning, defined in accord with cultural beliefs and values. It is an ever-changing interplay among the physical, social, spiritual, cultural, and emotional dimensions of people. Through the application of critical thinking and creative problem solving, the nurse promotes wellness, assists with the support and restoration of health, adaptation to chronic illness, or preparation for a dignified death. The nurse utilizes the roles of practitioner, client educator, and advocate, manager of care and consumer of research to assist clients achieve a sense of balance between self and a rapidly changing environment.

Nursing Education

Nursing education is designed to prepare a diverse student population to provide competent care to a variety of populations in a multi-cultural community. Learning encompasses the active participation of the learner and educator and occurs in the affective, cognitive and psychomotor domains. Optimal learning occurs in a supportive, caring, and interactive environment, which takes into account the diversity of culture and experience that students

bring to the learning situation. Learning is enhanced when content is presented in a progressive sequence whereby complex knowledge and skills build upon previous learning. The General Education core provides a common, broad based educational experience.

The educator facilitates learning by acting as a role model and a resource person who makes use of structured and serendipitous learning experiences. Throughout the educational experience, the student becomes self-aware, responsible, and accountable to clients as consumers of healthcare. A periodic appraisal of performance using a variety of methods provides reinforcement of desired behaviors and/or guidance toward change, and measures progress toward program outcomes.

The Practice of the Associate Degree Nursing Graduate

The Associate Degree Nursing Graduate functions as an accountable and adaptable generalist who uses a problem solving process in providing and managing care of clients in all stages of the life cycle in a variety of settings. The ADN Graduate communicates, coordinates, collaborates, and delegates within an interdisciplinary approach to providing prudent and skillful health care. He/she embodies caring through manifesting empathy, integrity, and respect within the ethical and legal parameters of registered nursing practice. The graduate diagnoses and treats human responses to actual and potential health problems through such services as case finding, health teaching, health counseling, executing the prescribed medical regimen, and providing care supportive to and/or restorative of life and well-being.

Purposes

The purposes of the BVCTC Associate Degree Nursing Program are to:

1. Prepare graduates who are ethically, professionally, and academically qualified for licensure as Registered Nurses.

2. Maintain an innovative learning environment that encourages creativity and the acquisition of knowledge and skills, which enable graduates to contribute to the profession as associate degree nurses and to society as responsible citizens.
3. Integrate general education, technology, and nursing learning experiences to encourage performance excellence, professional growth, and lifelong learning.

General Education Learning Outcomes

Students are also expected to demonstrate they have met the institution's General Education Learning Outcomes, which are:

1. Communicate effectively by listening, speaking, and writing using appropriate technology.
2. Use quantitative and scientific knowledge effectively to solve problems, manipulate and interpret data, and communicate findings.
3. Demonstrate interpersonal skills and ethical behavior appropriate for living and working in a diverse society.
4. Apply critical thinking skills to analyze problems and make informed decisions.

Admission Requirements

General Requirements

1. High school graduate or equivalent (USA GED)

2. English proficiency

3. 2.5 GPA from high school or college courses

4. Eligible to take college English and Math

5. Pre-nursing admission exam composite score of either the Test of

Essential Academic

Skills (TEAS) VI **OR** Health Education Systems, Incorporated (HESI) A2 of:

- TEAS VI – 60.5 or higher

  OR

- HESI A2 – 75 OR HIGHER

TEAS VI and HESI A2 composite scores must be within the last 3 (three) years. Pre-nursing admission exams may be completed one time per semester for a maximum of three times for consideration for admission. Applicants should

refer to the individual school of nursing admission application in order to determine which pre-nursing admission assessment is accepted for admission.

Equal Opportunity / Affirmative Action Policy

BrideValley Community & Technical College (BVCTC) is an Equal Opportunity/Affirmative Action institution. BVCTC does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of its educational programs, activities, or with respect to admission or employment.

Provisional Admission

Students who apply to the program, and are accepted, are provisionally admitted meaning that they must maintain a 2.50 grade point average on all coursework completed prior to their entry into the program as a nursing student.

Beginning Fall 2013, students admitted to the Nursing Program are admitted with provisional status until successful completion of all first semester courses has been achieved. Students who are unsuccessful, have dropped, or have withdrawn from first semester nursing course(s) must complete the application process for readmission. If readmitted for the second time, the student once again is unsuccessful, has dropped, or withdrawn in any nursing course throughout the two year curriculum, they are no longer eligible to apply for five years.

Admission Process

BVCTC admits two nursing classes per year. The class admitted in the fall semester will be termed “traditional” and be referred to as the “traditional student.” The class admitted in the spring semester will be termed the “CAMC NEAP Cohort class” and be referred to as the “CAMC Cohort student.” Traditional students will fill open seats for the spring semester.

Traditional

Students applying to the nursing program are required to be admitted to the college, as described in the Catalog, through the admissions office. Students may take non-nursing courses but should seek advice from the Health Educational Counselor to make appropriate course selections. Applicants will obtain a Nursing Program Application online and complete the specified

standardized entrance test through the nursing program office or Testing Center. All requirements must be completed and submitted by February.

CAMC Cohort

CAMC Cohort Students will follow CAMC's Admission process and are required to meet the admission deadlines set by the CAMC Nurse Education Financial Assistance Program Coordinator, in collaboration with the Nursing Program Director.

Licensure

Licensure requirements vary among states. It is the responsibility of the student to know the requirements of the state in which they wish to seek licensure. Admission to the nursing program does not guarantee the state of West Virginia will grant the graduate the opportunity to sit for the licensing exam. The decision to grant licensure is within the sole discretion of the West Virginia Board of Examiners for Registered Professional Nurses.

WVBOERN Letter to Prospective Students

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STATE OF WEST VIRGINIA
BOARD OF EXAMINERS FOR REGISTERED PROFESSIONAL NURSES
101 Dee Drive, Suite 102
Charleston, WV 25311-1620

To Prospective Nursing Applicant:

Individuals who are considering entering the nursing profession and who may have a criminal history often ask about potential barriers to licensure following successful completion of an approved nursing program. While it would be nice to know this prior to making a decision to enter the program, obtaining that information is not possible under current West Virginia law.

The West Virginia Board of Examiners for Registered Professional Nurses (Board) makes decisions about licensure based upon a number of questions on the application, results of the criminal background check and on an individual basis. The application (or the background screening) that indicates a criminal history is considered a non-routine application and must be reviewed by the Board staff and possibly referred to the Board's Disciplinary Review Committee.

Each application is reviewed on its own merits. The Board of Nursing has created guidelines for specific offenses to be approved in the Board office; however, the staff cannot make determinations in advance as laws and rules do change over time. Felony convictions, violent crimes, other more serious misdemeanors and repeat offenders are required to go before the Disciplinary Review Committee. Simple misdemeanors, such as some traffic violations, loitering and disturbing the peace can be approved by the disciplinary section of the Board. Any evidence of rehabilitation is important to the Board members when making a licensure decision.

Board applications require the applicant to provide the Board with an original certified copy of all court documents relative to a conviction. This means the applicant must go to the county or other appropriate authority where the conviction occurred and have the clerk of the court certify with a raised seal that the documents are a complete copy of the record. Applicants cannot pick and choose what documents are provided to the Board. A complete copy of the criminal record must be provided. The Board's applications require the applicant to provide a letter of explanation as to the events surrounding the conviction. This means the applicant must write in his/her own words what happened to cause the conviction.

Board applications also require an applicant who has a drug or alcohol problem provide to the Board a copy of all treatment records. The applicant must sign a release with the treatment provider and have the documents sent directly from the provider to the Board office. A letter of explanation from the applicant must also be provided with this information. This letter should explain the applicant's history of use/abuse of drugs and/or alcohol and his/her progress since treatment.

Clinical Practice Requirements

Clinical Site Adherence

During the clinical experience, the student is expected to keep the nursing instructor or preceptor informed of the nursing activities being performed upon their assigned client(s). All nursing procedures and medication administration should be performed under the DIRECT OBSERVATION of the clinical nursing instructor, preceptor, or with the permission of the nursing instructor.

Students are expected to come prepared for each clinical / lab experience and to provide safe and effective nursing care. The student will be dismissed from clinical if the faculty member determines that the student:

1. Is not properly prepared for the clinical experience,
2. Demonstrates clinically unsafe nursing practice which jeopardizes or has the potential to jeopardize client welfare,
3. Fails to perform skills previously learned,
4. Fails to demonstrate physical and mental competence in the clinical areas
5. Demonstrates behavior which jeopardizes or potentially jeopardizes the operation or management of the health care facility including: physical or mental problems, knowledge deficits, problem-solving skills deficits, anxiety, use of chemicals, and oral or written communication skills deficit, or insubordination.
6. Fails to conform to the dress code policies, and/or is wearing artificial nails.
7. Fails to keep the instructor informed of patient condition or seek instructor supervision for nursing activities student is performing on assigned clients.
8. If a student is sent home for the above reasons, a clinical grade of "0"

will be assigned for the clinical date. This will be considered a lab absence and must be made up as previously described under Attendance Polices and will not replace the Deficient grade for that lab period. A third zero for clinical during a course will result in clinical failure.

On-Campus Laboratory Practice

The Nursing Skills Laboratories provide environments for the students to learn, practice and demonstrate skills and procedures utilized in nursing practice. Students are expected to act in a professional manner during all on-campus laboratory experiences. All equipment should be handled safely and respectfully. Equipment should not be removed from the premises of the Nursing Skills Laboratories. After the on-campus laboratory experience, the student should leave the clinical work site neat, clean, and restored to previous condition unless otherwise instructed.

Only beverages in sealable containers are allowed in the classroom area (tables and chairs) of the Nursing Skills Laboratory. Food is restricted in this area at all times. No food or drink is allowed in the computer area.

Arrangements must be made with the Simulation Coordinator if a student needs access to the Nursing Skills Laboratories to practice psychomotor skills, review videos, or complete computer assisted learning activities.

Students are to wear their nursing program polo while in scheduled nursing skills laboratory times. Students with a clinical absence will make up the clinical at the conclusion of the semester. Students missing clinical days at the conclusion of a semester will receive an incomplete, regardless of their course grade, until the clinical component is satisfied.

Clinical Readiness

Basic Life Support

Cardiopulmonary Resuscitation (CPR), American Heart Association, Professional Rescuer or Health Care Provider certification is required of all students in order to participate in clinical assignments. **Students are responsible for obtaining certification for two years from the date in which they begin nursing courses to be valid through their graduation, and**

maintaining certification throughout the Nursing Program. Documentation of certification must be on file. Certification may be obtained through classes given by the American Heart Association. Arrangements may be made directly with this group- the course must be for **health care providers.**

Student Health Record

For incoming students, the required health record should be completed (Hepatitis B Vaccine series must be started and completed in a timely manner and submitted to the Nursing Office by the date set in the acceptance or readmission letter. Both the physical and the vaccine forms must be completed and interpreted by a physician, Physician's Assistant, Nurse Practitioner or Employee Health Nurse and will be kept on file during the student's tenure in the program. **Students entering the program in the second, third or fourth semester must submit record of obtaining the flu vaccine and completion of required agency in-service education and may not participate in clinical until their health records are completed.** The Health Record has a three-year limit after which time the student must obtain a new Health Record for the file. Readmitted students may be required to obtain current health records.

Health care facilities affiliated with the Nursing Program will not allow students to attend clinical until the student is cleared for the following:

1. **Measles-Mumps-Rubella (MMR)**
   Student must have a positive titer to all three diseases or have some documentation of **two** MMR injections.

2. **Varicella (Chickenpox)**
   A history of having chickenpox is not acceptable. Student must have a positive titer or have some documentation of **two** injections.

3. **Hepatitis B**
   The series or titer must be completed and documentation in the Nursing Office before beginning the program. It is ultimately the student's responsibility to complete this in a timely manner.
   a. For those who have completed the series, a quantitative Hepatitis B titer (within the past 5 years) is required. For those who have not completed the series, the time frame is:
      - 1st injection — prior to entering the program
      - 2nd injection — one month after the 1st injection
      - 3rd injection — 6 months after the 1st injection

- Hep B titer 1-2 months after 3rd injection (must be quantitative)

4. Flu Vaccine
   Annual influenza vaccines are required and due to the Nursing Program Clinical Coordinator by November 10th.

Required Annual In-services

JCAHO requirements and HIPAA education and documentation is required prior to starting the first, second, third and fourth semesters of this program. Annual in-services are obtained through the CAMC website. Once completed, students will submit the record of test scores to their course instructor who will turn them in to the Nursing Program Clinical Coordinator.

Background Checks

Background checks and drug screens are performed prior to entering the nursing program and prior to or during the third semester. Any student with a background check that is in violation of a BVCTC Nursing Program or clinical facility policy or requirement will not be allowed to progress in the program. Students are responsible for the fees associated with background checks and drug screens.

Drug and Alcohol Testing

BVCTC Nursing Program requires drug testing as follows:

1. Reasonable Suspicion: Any student who demonstrates unusual, unexplained behavior in the agency environment or during clinical hours. Observable signs might include, but are not limited to:
   a. Slurred speech
   b. Glassy, red eyes
   c. Excessive sleepiness and disorientation in class
   d. Odor of alcohol on breath or person
   e. Unsteady gait
   f. Disoriented or confused behavior
   g. Significant changes in work habits
   h. Hallucinations
   i. Unexplained accident or injury
   j. Other clinical observations consistent with impairment
   k. Sloppy, inappropriate clothing and/or appearance
   l. Physically assaultive, unduly talking, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
   m. Excessive sick days, excessive tardiness when reporting for clinical or class.
   n. Missed deadlines, careless mistakes, taking longer than customary to complete work.

2. Any students who has access/or direct responsibility for controlled substances and known drugs of abuse that are missing or otherwise unaccounted for. This determination will be made on a case-by-case basis by the agency manager or administrator and the Director of Nursing.
3. Informed consent will be obtained. Fees associated with testing will be the responsibility of the student.
4. The collection site will be in a standard collection area laboratory, or emergency department.
5. The collection shall be performed by qualified medical personnel specifically trained in the collection procedure. Collection procedures will adhere to the required "chain of custody" protocol.
6. The student will be escorted to the collection site with the appropriate BVCTC representative, and will remain at the collection site until the required specimens are obtained.
7. All Consented tests results will be reviewed with the student by a health care provider designated by the agency.

8. The student's confidentiality will be strictly maintained. These results will be communicated only to the student, the Vice President for Student Services, the physician reviewing the results with the student, and the Program Chair of the BVCTC Nursing Program.
9. Records will be maintained in a separate file by the nursing program in a secured area. Requests for information will require a court order, or may be released by the student signed written consent and liability waiver.

10. The drugs to be tested may include, but not limited to:
    a. Cannabinoids
    b. Barbiturates
    c. Alcohol
    d. Amphetamines
    e. Cocaine
    f. Propoxphene
    g. Benzodiazepines
    h. Opiates
    i. Phencyclidine
    j. Methaqualone

Students who refuse drug testing for any reason will be dismissed from the nursing program. Positive results without a current prescription will result in dismissal from the nursing program. Dismissed students have the option to reapply to the nursing program after a period of five years. The student will submit documentation of participation in a substance abuse program and /or substance abuse counseling to be determined by the program director in addition to completing the entire admission process. Students are not

guaranteed admission to the nursing program. It is the responsibility of the Nursing Program Director to notify the WVBOERN of the positive drug screen result.

Professional Dress in the Clinical Setting

As representatives of BridgeValley Community & Technical College, students are expected to maintain a well-groomed, professional appearance consistent with medical asepsis and polices of the clinical facilities. Failure to adhere to the specified guidelines can result in students not being permitted to participate in the clinical experience, and will be counted as a laboratory absence.
The approved uniform consists of:

1. BVCTC polo uniform top. Pressed and wrinkle-free.

2. Charcoal Gray uniform pants hemmed to the appropriate length. Pressed and wrinkle-free.

3. White leather or simulated leather clinical or athletic shoe without mesh/ holes, minimal coloring of logo and soles (clarify with faculty).

4. White socks or white or neutral hose.

5. BVCTC student name ID badge in provided holder. Students may not use personal badge holders with logos or decoration.

6. BVCTC uniform "warming jacket" if desired.

7. BVCTC lab coat.

8. Students are required to purchase a white polo bearing the school logo to be worn during on – site laboratory experiences. Refer to nursing course syllabi for specific course requirements. Students may wear a long sleeve shirt (white, gray, black or red) underneath the white polo for warmth.

Additional Student Requirements in the Clinical Setting

1. Hair must be neatly groomed, off the face and off the collar. No ribbons or colored barrettes. Ponytails must be secured with a clip so as not to fall forward.
2. Hair that is colored must be a color that is a natural hair color.
3. Hairstyles cannot be eccentric or distracting and must be in accordance

with clinical agency policies. (i.e. Mohawks)
4. Facial hair must be shaved or neatly trimmed and groomed.
5. Make-up, if used, should be applied lightly. Fingernails may not extend beyond fingertips.
6. No nail polish and /or acrylic nails.
7. No perfume, cologne or scented lotions.
8. Appropriateness of hairstyle and professional dress of students is at the discretion of Nursing faculty.
9. Good hygiene must be maintained including hair and oral hygiene.
10. No jewelry, including body jewelry, is to be worn with the uniform except plain smooth wedding band and /or pierced earring studs limited to one in each ear lobe. Students are not permitted to wear gauge ear piercings or tongue piercings.
11. A watch with a sweep second hand or a digital second counter is required.
12. All uniform dress is to be complete from the time the student enters the clinical agency until he/she leaves the clinical agency.
13. No smoking or use of tobacco in any form will be tolerated as it is seen as inappropriate student behavior and a violation of the program and clinical facilities' policies.
14. No gum chewing while in uniform.
15. Tattoos must be covered. Faculty will advise students with large visible tattoos on arms to purchase a warm up jacket for coverage.

Students are expected to present a neat and clean appearance in uniform. The uniform is to be worn only in the hospital and/or specified clinical setting. The lab coat is not to be worn over the uniform while having patient contact. When not in the clinical setting, the student must wear a buttoned lab coat over the uniform or change clothes completely. Students working in the health care field are not permitted to wear work uniforms on campus after working at their facility.

The lab coat and student name ID are worn over appropriate street clothes when researching assignments or at designated times. No blue jeans, mini-skirts, low necklines, or bare-foot type sandals are to be worn to any clinical settings. Clothes will be expected to meet in the middle of the body even when are seated. In accordance with clinical agency policy, ALL tattoos and body piercings must be completely covered during clinical experiences.

Uniforms bear the school logo and when worn, represent the student as a part of BVCTC Nursing Program. Therefore, if a student should withdraw for any reason or be dismissed from the program and the school uniforms have not yet been distributed, they shall remain the property of BVCTC.

Malpractice Insurance

For the protection of the nursing student, malpractice insurance is required for the entire period of enrollment in clinical nursing courses. This insurance will be provided by a group policy for the State Of West Virginia when you are registered in a clinical nursing course.

This policy covers nursing students regardless of setting, so long as the student is functioning within the student's role. Nursing students are legally responsible for their own actions. Nursing students must not provide any type of nursing care that they have not been taught. This policy does not cover employment.

Incident Reports

An incident is any event that is inconsistent with the routine operation of the health care institution or with quality patient care. An incident report must be completed when an event occurred that jeopardizes a patient's care, for example, a medication error. It may be an accident or a situation, which might result in an accident. Incident may result in legal action against the institution, student, or faculty member, and adequate reporting is essential. Incident reports must be completed by the student/faculty involved in the incident. The following procedures should be followed in reporting incidents:

1. The procedure of the agency where the incident occurs should be followed in filing the report in that agency.

2. Faculty will document the incident on the appropriate nursing program forms and place in the student file.

3. Documentation of the incident should include:

- A summary of the incident, excluding patient and agency identification
- Description of actions taken as a result of the incident.
- Description of the remedial instruction interventions taken with the student.

4. The Documentation of the incident becomes a part of the advising record which is kept on file in the Department of Nursing.

Student Responsibilities in Medication Administration

In the process of giving medication to patients each student must:

1. Be supervised in all steps of administering all types of medications.
2. Notify the instructor before giving the medication unless otherwise instructed.
3. Mark the medication record and inform the medication nurse of those patients to whom he is giving medications.
4. The student is unable to take any orders for medications.
5. Check the accuracy and currency of the medication record against the physician's order prior to administration.
6. Be able to state indications, actions, usual dosage, route of administration, precautions and nursing implications for every medication he intends to give to patients and/or for every medication his patient receives.
7. Demonstrate safe knowledge and proficiency in drug administration or will not be allowed to give the drug.
8. Refuse to give any medication that is not properly labeled or is outdated as indicated by the expiration date.
9. Adhere to the prescribed technique for administering medications as taught in the Nursing Program.
10. Demonstrate the ability to accurately calculate and measure drug dosage.
11. Adhere to hospital policies for proper documentation and signature for narcotic and controlled drugs.
12. Have charting of all drugs administered cosigned by an instructor.
13. Advise his instructor(s) of any deficiencies in his preparation and/or experiences in giving medications, and plan with the instructor(s) means of gaining proficiency in this area.

Latex Allergies

When working in the clinical setting or nursing skills lab, students may be exposed to latex and other allergens. Students who are identified as allergic to Latex, or at a high risk to develop a latex allergy, are educated regarding the risk factors and ways to prevent negative outcomes. Latex- sensitive students will use only non-latex supplies. Latex free glove will be made available to them.

Incoming students will complete a questionnaire during orientation to determine the risk or presence of latex-related allergies. The questionnaires and records are maintained in the Nursing Program Office.

Prior to admission to the Nursing Skills Lab and clinical rotations, all students that are latex sensitive must have a letter from a physician stating the treatment that will be required in the event of an adverse reaction. The student must keep emergency medications with them at all times when involved with school related functions/activities.

Procedure:

1. Identification of known or suspected latex sensitive students is accomplished through the use of latex allergy questionnaire at the time of acceptance in the program that becomes part of the student's permanent record.
2. All students will be provided information regarding the health risk associated with latex including the prevalence of latex sensitization, risk factors for sensitization, mechanism to report potential problems with latex and basic management for latex sensitive students. This education will be provided to all students at orientation.
3. All students with evidence of latex sensitivity by questionnaire, medical history, or physical examination will be directed to a physician.
4. All students with evidence of latex sensitivity will be responsible for obtaining and wearing a medical alert bracelet, carry non-latex gloves and emergency medical instructions to include medications if applicable; this will be required prior to admission to the Nursing Skills Lab and clinical activities.
5. Faculty will counsel students on the potential for latex sensitivity and identifying latex containing items so that the student can avoid them whenever possible.
6. Latex-free gloves will be available to latex-sensitive students. It is the responsibility of all students and faculty to ensure compliance with this policy.

In case of life-threatening reaction, (anaphylaxis) in a nursing lab, an ambulance will be summoned.

Any faculty member or student **may dial 911, state that you have a life threatening "latex emergency" and need an ambulance.**

Do not handle the victim with any latex products.

Student/faculty members will be transferred to a hospital in the community by ambulance. It is helpful for the ambulance personnel to know the victim's allergies, current medications and any medical conditions.

Course of Study

Prerequisite: General admission to the college and eligibility to take college English and Math

Year One					
	Course	**Credit**		**Course**	**Credit**
First Semester			**Second Semester**		
	Biology 220: Anatomy	4		Biology 221: Physiology	4
	Nursing 132: Drug & Dose Calculations I	1		Nursing 142: Drug & Dose Calculations II	1
	Nursing 133: Health Assessment & Diagnostics I	2		Nursing 143: Health Assessment & Diagnostics II	1
	Nursing 134: Introduction to Nursing Concepts	8		Nursing 144: Nursing Concepts of Health and Illness I	9
	English 101: English Composition I	3		Nursing 125: Nursing Pharmacology	3
Total		18			18
Year Two					
First Semester			Second Semester		
	Psychology 201: Life Span Development	3		Nursing 244: Synthesis of Nursing Concepts	9
	Nursing 234: Nursing Concepts of Health and Illness II	9		Nursing 245: Professional Nursing and Health Issues Concepts	3

	Biology 245: Nutrition and Diet Therapy	3		Biology 230: Microbiology	3
Total		15			15

Graduation Requirements

BVCTC Graduation requirements

1. A minimum of 3.0 (C) grade point average for all courses in the major, as well as 2.0 overall, is required for graduation with an associate degree.
2. Students must have completed at least 15 of the last 21 credit hours of the total hours required at BVCTC.
3. Portfolio assessment of the general education core curriculum is required.
4. A formal application for graduation must be filed in the Office of Student Services by the date listed in the academic calendar.

Pinning

Graduates are encouraged to participate in both Pinning and Graduation. Dress requirements for Pinning include a white nursing uniform and white uniform shoes for both male and female participants and the nursing cap for females. Professional dress code policies in the Nursing Student Handbook apply to the Pinning Ceremony. To participate in graduation the graduate is required to wear graduation regalia.

Progression

Student achievement is assessed using a variety of assessment measures including written examinations and quizzes, individual and team course learning activities, discipline specific computer assisted learning activities, and performance of assessment and clinical psychomotor skills and congruent with the nursing program's technical standards.

Appropriately leveled rubrics and skills assessment are utilized in each semester to evaluate student behaviors, performance and assignments. The instructor will penalize late work submission unless the student has made previous arrangements.

Students are expected to obtain an average of 80% on all written examinations and quizzes to be assessed as having "satisfactory" achievement of the course content. Students are expected to obtain a 90% on all Math Competency Exams. Examination and quiz scores will determine nursing course final grades only. Classroom activities and assignments will be evaluated using assessment tools, which will include the *Written Assignment Rubric, the Group Interaction Rubric, the Presentation Rubric, the Nursing Critical Thinking and Judgment Rubric*. Clinical performance will be evaluated using the *Clinical Performance Evaluation Tool (CPET)*

Exception to Program Grading Policy: Nursing 245 is a capstone course. Grades are calculated by exams, assignments, and HESI Management conversion score.

Medication Calculation Examination

In addition to medication calculations on nursing exams, there will be a stand-alone medication calculation exam each semester. The student must pass this exam with a 90% in order to pass the course. The student will have 2 attempts to pass the exam. Pass/fail math exams are part of the clinical pass/fail grade.

Examinations

Since class attendance is required, students are expected to be present at the time of the examination and quizzes. Quizzes for courses may be scheduled or impromptu, but examinations will always be scheduled.

If you are ill or have a serious emergency and must miss a scheduled exam, you must contact the instructor PRIOR to the exam or quiz as directed in the specific course syllabi. If the instructor is not available when you call, leave a phone message on the answering machine and notify the instructor by e-mail. If you fail to notify the instructor prior to the exam, you may not be permitted to make up the exam.

Student access to exams is limited to the periods of testing and scheduled reviews in secure environments. Tests are *SECURE* materials and the property of the BVCTC Nursing Program. It is illegal to reproduce these materials in any form, to have access to secure materials outside of the classroom, or to release secure materials or testing information to students or any other individual or group.

Students taking examinations in Student Services will decide with the course instructor on an appropriate time for the student to schedule to take exams. It

is the responsibility of the student to make testing arrangements with Student Services and to notify the instructor.

A make-up exam must be taken within three days of your return to classes. Make-up exams will cover the same course content but may have different questions or format. *Refer to individual nursing course syllabi for make-up exam policies.*

Academic Dishonesty

Students at BVCTC are expected to maintain academic honesty when completing all learning activities. BVCTC has zero tolerance regarding academic dishonesty.

Students will violate academic honesty when:

1. Committing plagiarism by representing the work of others as their personal work,
2. Failure to use quotation marks when directly quoting from the work of others,
3. Failure to document the ideas of others if paraphrasing a citation,
4. Inventing or providing false documentation of sources,
5. Altering the record of any grade or grade book,
6. Cheating on tests,
7. Sharing test content with other students who are to take the test,
8. The use of notes, text messaging systems, or sources of information during tests of any kind,
9. Unauthorized possession of a test or portion of a test prior to, during, or after completion of an examination or quiz,
10. Stealing, modifying or destroying materials which other students may need access to such as computer discs or library material,
11. Failure to report patient-care errors to the instructor in the clinical setting,
12. Falsifying all or part of any clinical record,
13. Copying and removing client records from the clinical setting,
14. Failure to maintain client confidentiality, and
15. Stealing drugs or clinical agency supplies.
16. The above list of offenses is not intended to be fully exhaustive of all potential instances of academic dishonesty. Faculty and administrators may identify cases of academic dishonesty not herein contemplated.

<u>A violation of this policy will result in the initiation of the Academic Dishonesty Policy found in the BVCTC College Catalog</u>.

Students in violation of this policy will be dismissed from the BVCTC Nursing

Program and receive the grade of an "F" for the course. Students dismissed from the nursing program for academic dishonesty are not eligible to reapply for readmission.

Progression Exams

1. Students progressing from the first semester to the second semester will have an examination consisting of 25 questions from their first semester courses (N132, N133, N134) the first week of the new term and will count as an exam grade.
2. Students progressing from the second semester to the third semester will have an examination consisting of 25 questions from their first semester courses (N132, N133, N134) and 25 questions from the second semester courses (N142, N143, N144) the first week of the new term and will count as an exam grade.
3. Students progressing from the third semester to the fourth semester will have an examination consisting of 25 questions from their first semester courses (N132, N133, N134), 25 questions from the second semester courses (N142, N143, N144) and 25 questions from the third semester course (N234) the first week of the new term and will count as an exam grade.

HESI Testing

Procedure: **Standardized Testing and Progression Procedure**	
Department: Nursing	Section: Student Procedures
Approved by: Nursing Faculty Organization	Date adopted: June 5, 2013, June 10, 2014, January 6, 2015, January 2016

Definition: Standardized and customized Health Education System's Incorporated (HESI) exams are used throughout the nursing program, and at the conclusion of the program, as an assessment of the student's mastery of content, as well as, a component for progression and graduation. These exams will be part of the course grade. The percentage of the course grade for each exam will vary between courses. This procedure has been developed to facilitate the assessment of at-risk students and establish a review and remediation process to enhance their success in the program and on NCLEX-RN

after graduation. Student participation in this academic testing program is a requirement of the nursing program.

Procedure: A HESI standardized or customized exam will be given as the final exam in each of the following nursing courses:

Nursing 134	HESI Introduction to Nursing Concepts Customized Exam
Nursing 142	HESI Dosage and Calculations Standardized Exam
Nursing 143	HESI Physical Assessment Standardized Exam
Nursing 144	HESI Concepts of Health & Illness I Customized Exam
Nursing 234	HESI Concepts of Health & Illness II Customized Exam
Nursing 245	HESI Management Standardized Exam

HESI: A benchmark score of 900 is desired but not required for progression; however all HESI Customized Exams (N134, N144, N234) and Normalized Exams (N142, N143, N245) will be weighted and will constitute 25% of the final course grade.

Students are required to complete their HESI Remediation Plan for any customized exam in which the benchmark score of 900 was not achieved prior to the start of the next semester and bring proof of completion and submit to the instructor the first day of class.

HESI Exit Exam:

The HESI Exit Exam for the nursing program is administered during the fourth semester. This exam is not associated with any specific nursing course and therefore is not 25% of any grade. This exam requires students to meet a benchmark of 900. If students do not meet the 900 benchmark on the first attempt, subsequent attempts will only be allowed after a remediation plan has been determined by fourth semester faculty or Nursing Program Chair. Students are allowed to graduate and participate in Pinning, but their transcripts will not be sent to the WV Board of Nursing until the Nursing Program Chair determines the student has met set requirements.

Final Grade Appeal

The grade appeal process should only be initiated if the student believes the grade in the nursing course or clinical was a result of capricious, arbitrary or discriminatory evaluation by the instructor. Students wishing to appeal a final grade in the lecture or clinical portion of a nursing course must follow the procedure outlined in the BVCTC Catalog under Academic Appeal Policy. The appeal process must be initiated in writing within 24 hours after receiving notification of the failing grade in either lecture or clinical portion of the nursing course. The student must notify the following: the course instructor, Program Chair, and the Vice-President of Academic Affairs. The appeal letter must identify and include evidence of a capricious, arbitrary or discriminatory act by the instructor. If a student initiates the appeal process for a failing clinical grade during the nursing course due to unsafe practice, breach of confidentiality, falsification of documentation, or violation of program or the clinical facility's policies, the student will be allowed to continue in the didactic portion of the nursing course during the appeal process. An alternative clinical learning experience will be provided during the appeal process. The appeal process will render a decision of appeal granted or appeal denied. If the appeal is granted, the student will be allowed to progress, with or without stipulations, to ensure student success in the current or following nursing courses. If the appeal is denied, the student receives the nursing course or clinical grade documented by the faculty.

Withdrawal/Reinstatement

A leave of absence for one semester will be considered a withdrawal from the Nursing program and require formal readmission. The student must submit a readmission letter, which should clearly define the need for the absence and a plan for returning to the nursing program. Readmitted students will be required to take all nursing courses in the level in which they are admitted.

Students who return to a subsequent class for any reason must meet the curriculum requirements currently in effect for the class with which they will graduate.

Requirements for Readmission to the Nursing Program

Any student who "drops out" of the Nursing Program, regardless of the reason, is subject to readmission criteria established by the Nursing Department;

meeting the criteria does not guarantee there will be space available for readmission. Students may write a letter to the Nursing Program Chair requesting readmission the next semester following their withdrawal. The exception to this policy is the fourth semester student. Faculty that have had the student in their course will meet and complete a "*Faculty Rubric* t*o Consider Readmission Letter"* to evaluate the student to determine if the minimum criteria of 80% is met in order for their letter to be entertained at the designated Nursing Faculty meeting. Students who do not meet the readmission criteria will receive a letter stating the same. In the event there are more students seeking readmission than there are spaces, priority readmission is listed below. Within each category, students will be ranked according to GPA from highest to lowest. The procedure for selection will be as follows:

1. Students who stopped out of the program in good standing.
2. Transfer students in good standing.
3. Students who failed one nursing course in this program.
4. Transfer students who failed one nursing course in the transfer institution.

Readmitted students that were unsuccessful in clinical, students that withdrew, or students returning in one year will schedule an appointment with a full-time nursing faculty member (student will be contacted via email) to demonstrate skill competency in the laboratory. Students will have one attempt to successfully pass skills competency check-off with a minimum of 80% in order to return to the nursing program.

Skills included in the Skills Competency Check-Offs are:

- Wet–to-dry dressing change
- Foley catheter insertion
- NG insertion
- Tracheostomy care
- Sterile Suctioning

Students who have been unsuccessful twice or who have withdrawn twice must wait 5 years to reapply; this includes students who have been admitted in the first semester twice.

Attendance

Attendance/Absenteeism:

Lecture: Punctual attendance is required. Students must contact faculty by phone in the event they will be absent and follow up with an email to the team. The student is responsible for all material covered during the missed class. Patterns of absenteeism will result in the student being placed on a learning contract.

Clinical/Clinical Make-Up

If a student misses clinical, they must contact their instructor prior to the absence by phone and follow-up with an email to the team. The student will make up the clinical with a clinical adjunct instructor at the completion of the semester. The clinical instructor will assign a 10 page double-spaced paper in APA format on content relevant to the course and clinical objectives due the following Monday at 8:00 a.m. following the absence. Safe Assign will be utilized in grading the paper. An absence will result in a verbal warning and a zero "0" for the clinical day. Three absences will result in clinical failure and failure to progress in the nursing program. If the 10 page paper and Clinical Make-Up is not completed on time this will also result in clinical failure and failure to progress in the nursing program.

Tardiness

The student will notify the instructor by phone prior to being late to clinical and follow-up with an email. The student will receive a verbal warning for the first late occurrence. The second late occurrence will result in a zero"0" for the day. The student will be sent home and be required to complete clinical make-up at the end of the semester with a clinical adjunct instructor, complete a case study and submit a 10 page APA format paper on a topic selected by their clinical instructor.

Inclement Weather

In the case of inclement weather, check the main internet page for BridgeValley Community & Technical College, and/or tune in to local radio stations to determine if campus-wide classes have been cancelled. Students are encouraged to enroll in BridgeValley Connect. However, your personal safety should always

be taken into consideration when traveling to and from regular class meetings as well as clinical assignments- notify the instructor in these circumstances following course syllabi.

Students

Electronic Devices

Unauthorized electronic devices are expected to be turned off during all class, on-campus laboratory, and clinical site experiences since they interrupt the concentration and learning of the student. In the event of an emergency, students are to notify the instructor of the situation and maintain the cell phone or pager in the "silent" mode. The student may then leave the classroom to communicate with the connecting party. All phone conversations should occur only outside the classroom setting. This includes text messaging as well. Cell phones are frequently prohibited in many clinical agencies due to the equipment disruption that may occur. Students should follow the policies of the agencies as per cell phone use. Refer to nursing course syllabi for policies on cell phones during class. The use of cellular telephones is prohibited during testing. Recording of lectures is prohibited.

Social Media

(Includes, but not limited to blogs, discussion forums, online collaborative information that is accessible to internal and external audiences, Wikis, syndication feeds, electronic media, video sharing, photo and audio sharing, and social networks like Facebook, Twitter, and MySpace)

Nursing students may not participate in any form of social media with full-time and adjunct nursing faculty or staff at BridgeValley Community and Technical College during the time in which they are enrolled in the Nursing Program. Currently enrolled nursing students as well as full-time or adjunct faculty may not disclose any confidential or proprietary information of or about BVCTC or any clinical agency used by the nursing program.

Students or faculty may not use or disclose patient identifiable information of any kind on any social media. Any information, whether the individual is identified by name or not, may constitute a violation of the Health Insurance

Portability and Accountability Act (HIPAA) and the student will be dismissed from the nursing program.

Currently enrolled nursing students and / or faculty and staff may not say or suggest that the views and opinions they express related to BVCTC or any clinical agency creates the impression that they are communicating on behalf or as a representative of BVCTC or the clinical agency.

If a student and / or faculty or staff member publishes content to any social media that has anything to do with BVCTC or a clinical agency including but not limited to activities while in the role of a student nurse, faculty or staff, policies and procedures, performance or financial information, photos or videos taken on the premises, clients and family, management, employees, physicians, or other members of the healthcare team, the students and or faculty member must adhere to the guidelines listed below:

- Do not disclose any proprietary or confidential information
- Do not make statements on behalf of or as a representative of BVCTC or a clinical agency
- Do not use BVCTC logos or trademarks without written consent
- Be respectful to the college, employees of all clinical agencies, customers, clients and their family, and members of the healthcare team
- Do not post derogatory / negative statements about BVCTC, its faculty, staff, or any clinical agency, customers, clients and their family or members of the healthcare team
- Use a personal email address on social media for your contact information and not your BVCTC email address
- Remember that "online" conversations are never private
- Remember that what is published may be public for a long time

Any students found to be non-compliant with this procedure will face disciplinary action up to dismissal from the nursing program. Any faculty or staff member found to be non-compliant with this procedure shall be referred to the Nursing Program Director or their immediate supervisor.

Shared Governance

Student Representatives

Each class will elect one student to represent them at regularly scheduled nursing faculty meetings. Student representatives will be expected to attend

specified nursing faculty meetings or arrange for an alternate class member to replace them. Time will be provided on the agenda for representatives to bring issues affecting students and provide input into faculty deliberations. Issues with individual faculty and/or courses should be thoroughly discussed with those involved before bringing them to the faculty meeting. Students have the right and responsibility to participate in the decision-making process and significantly contribute to program assessment. Elections will take place each semester to allow a variety of students to serve.

Student Forums

Nursing students in the second and third semesters are urged to attend bi-annual Nursing Forums between the Nursing Program Director and students only. Information gathered from these forums are utilized for program improvement.

Student Organizations

Student Nurses' Association

BVCTC has an active Student Nurses' Association (SNA) in which all nursing students are invited to join. The SNA's purposes are:

1. Create opportunities for personal and professional growth and in doing so, reinforce the commitment and responsibility that professional nursing has with society.
2. Develop opportunities to be collaborative partners with the communities in which we serve through outreach, volunteer work, and other community service.
3. Participate in fundraising opportunities and making contributions to those in need.

Sigma Tau Nu Honor Society

Membership into Sigma Tau Nu Honor Society is evaluated after completion of the nursing program. Students attaining membership will be presented with an honor cord at the pinning ceremony.

Notification of Address Change or Changes in Health Status

Students with an address change or change in health status will need to obtain the appropriate forms from the Administrative Secretary for the Nursing Department. Forms should be completed and returned within one week.

Personal Data Form

Personal Data Forms will be completed during orientation and at any time deemed pertinent by the Nursing Program Chair.

Student Records

Official student records are maintained in the nursing office.

Transportation

Students are expected to provide their own transportation to and from the clinical facilities and other laboratory experiences. Carpooling is encouraged, however, clinical assignments are made by the nursing faculty.

Resources

Tutoring Services

Tutoring services are available through the Student Access Center.

Library

BVCTC's Digital Library is located on campus in Room 119. The resources of this library are available for BVCTC faculty and students' use, and include a printer, computers, print magazines and textbooks and a digital library hosting

over 45,000 reference books and 3,500 full-text academic journals as well as additional resources hosting free eBooks, eMagazines, etc.

BVCTC subscribes to EBSCOhost and the following databases are available for use:

1. Academic Search Premier: A multi-disciplinary database covering topics such as computer sciences, engineering, physics, chemistry, language and linguistics, arts & literature, medical sciences, and ethnic studies. Over 4,600 of the included journals are full text.
2. CINAHL: The *Certified Index of Nursing and Allied Health Literature* contains about 70 full text journals, plus legal cases, clinical innovations, critical paths, drug records, research instruments and clinical trials. Topics cover nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 additional allied health disciplines.
3. Community College eBook Collection: A collection of over 45,000 full text eBooks covering Arts & Architecture, Biographies, Business & Economics, Computer Science, Education, Engineering & Technology, Health & Medicine, History, Law, Literature & Criticism, Math, Philosophy, Political Science, Psychology, Religion, Science, Self-Help, and Social Sciences as well as Study Aids & Language Learning resources.

BVCTC's digital library can be accessed from any location with internet access. All user ID's and passwords are provided through the Resources section of the Library page which can be found under the *Academics* drop-down tab.

Library Code of Conduct or Student Library Use Procedures

Please see Board of Governors Policy # 24 *Appropriate Use of Computer Resources* for the complete policy determined by BridgeValley Community and Technical College.

These procedures are an addendum to this policy specified to the use of Room 119 and its facilities.

I. Inappropriate Computer Use & Disruptive Behavior
    a. The librarian has the authority to approach any person using a BVCTC computer or wireless connection in Room 119 to inform them that the content they are viewing/accessing is reasonably inappropriate or unacceptable and to ask that they refrain for continuing to access this content on campus property.
    b. If said person(s) fails to comply with the librarian's request(s), the librarian then has the right to ask them to leave the library and/or to call security if necessary.

c. Definition of inappropriate or unacceptable use is accessing content the librarian judges to be offensive or obscene or is disturbing to fellow library users. This content may include, but is not limited to, pornography, graphic violence, racial or ethnic slurs, nudity, or offensive language. The librarian has the authority to make the final judgment call in all situations.
d. Disruptive behavior, including but not limited to, excessive noise or the harassment of fellow patrons or staff is prohibited.

II. Food & Drink
a. Only beverages contained in pre-approved containers are permitted into the library. Acceptable beverage containers have screw on / sealed lids and are spill proof. All other beverages may be left on the front desk in Room 119.
b. Food is prohibited in the library.

III. Use of Copyright and Licensed Databases
a. Appropriate use of copyrighted and licensed material is the responsibility of the user. Any unauthorized use of these materials is prohibited.

IV. Electronic Resource & Internet Use by Minors
a. In any case in which a minor uses the library facilities of BVCTC, it is the responsibility of the parents or other adult care-providers to monitor computer & internet use by said minors. All BVCTC students are considered adults.

West Virginia University- Learning Resource Center

The Learning Resources Center is located at the West Virginia University Medical WVU Learning Center, Charleston Division, adjacent to CAMC - Memorial Division on the first floor. The resources of this library are available for faculty and students of BVCTC's nursing program through use of an Alliance for Ventures in Education library card.

Students and faculty may use library resources and copy machines are available for photocopying materials.

The LRC subscribes to over 625 journals, books, and audiovisual materials in the following fields:

1. Medicine, clinical
2. Medical specialties such as pediatrics, surgery, internal medicine
3. Psychology and social medicine
4. Pharmacology
5. Dentistry
6. Nursing

The following indices to the journal literature are available for use in the library:

1. Index Medicus
2. Hospital Literature Index
3. Index to Nursing and Allied Health Literature
4. International Nursing Index
5. Psychological Abstracts
6. Dental Literature
7. Dental Abstracts
8. Psychopharmacology Abstracts

The following policies apply to the Alliance for Ventures in Education library card:

1. Application and issuance of card is through WVSU Library.
2. The card is valid for one semester and must be revalidated each semester at WVSU Library.
3. The card provides access to libraries at WVU, its Tech and Charleston campuses, WV State University; and U.C.
4. Alliance card users may borrow only two items concurrently from any one institution.
5. The student ID must be presented at each use of the Alliance card.
6. All libraries have the right to determine which materials may be borrowed and for the length of time.
7. Interlibrary loan requests must be placed through WVSU.
8. Alliance libraries may refuse to loan materials to users who do not maintain good standing.

WV Library Commission

Computer Search Guidelines & Policy

The West Virginia Library Commission Reference Library offers online searching of computerized databases as an extension of its traditional reference services. The databases are computer-readable versions of printed indexes and abstracts. Most of the databases cover a period of 5 to 10 years.

Patrons who want to use the service should call the Reference Library (348-2045) directly. Results will be mailed to the patron. There is no charge for

the service to residents of the state. Because of the costs involved for the Library Commission, however, casual use and use of the service for class assignments is discouraged.

Guidelines and policy for use of the service are as follows:

1. Requests must be made in person or by telephone by the person needing the search. Requests via the Commission's toll-free number are not acceptable as this precludes the necessary interview.

2. Topics must be appropriate for computerized searching. Appropriateness is determined by the WVLC searcher after an interview with the patron.

Topics must require the inter-relationships of at least 2 concepts; (example: A search on "psychological tests" is not appropriate; a search on using a specific psychological test to determine reading readiness is very appropriate.)

Concepts must be represented by single words or brief phrases.

The search must have a clearly defined scope.

Only 2 computer searches will be permitted for each individual during a 30 day period.

3. The SVLC searchers will determine the databases to be searched and the number of years searched in each database. The number of citations printed will also be at the discretion of the searcher. Normally a patron can expect approximately 35 of the most recent citations on a topic. The patron will be informed of the limitations on his search through inclusion on the printout of the search strategy. Abstracts will be included only on those rare occasions when less than 5, highly relevant citations are retrieved.

4. The equipment used to conduct computer searches will be used only by trained WVLC staff members.

Guidelines for Nursing Simulation and Skills Laboratories

Universal Precautions are to be utilized in all nursing labs.

All individuals utilizing sharps in the laboratories are responsible for safe disposal of items in designated impermeable needle boxes and never into regular trash.

All needles and injectable syringes purchased for the laboratories will be equipped with safety devices.

All unused needles and syringes must be returned to their designated carts.

Wherever available latex free items have been ordered; however some items within the lab including manikins may contain latex. It is the responsibility of the individual student or instructor to make it known if they are latex sensitive and to take appropriate precautions.

Only nitrile gloves are used in the sim laboratory.

Please do not apply povidone-iodine, ink, or any substance to the manikins or patient simulators.

No pens or markers are allowed in the simulation labs.

Students using the laboratory should request assistance from the simulation manager if unfamiliar with any equipment or supplies in the laboratory.

All individuals using the laboratories are expected to leave the laboratory in an orderly and clean condition, including disposing of trash, returning equipment to designated locations, and organizing the laboratory after each use.

Hours of availability for the skills and simulation laboratories and scheduled class times are posted outside of each laboratory room. Scheduling additional laboratory sessions/rooms are available by request.

Do not discuss simulation scenarios with other students prior to their experience.

Hours will be posted as to open lab availability

Students are invited to attend open labs for skill practice at any time the lab is available.

Students attending open lab sessions will be required to sign in and out for lab usage documentation purposes.

Please notify the Manager of Nursing Simulation if additional supplies are needed for open lab experiences.

Suggestions for additional experiences are welcome at any time.

No food or drink, candy or gum is allowed in any of the labs, drinks with lids are permitted only in the skills classroom, no food is allowed.

Open lab time does not require the presence of a faculty member.

All sharps must be disposed of properly in the provided sharps containers. If there should be a sharps or other injury, please fill out an incident form and notify Kent Wilson, Program Chair for the Department of Nursing at (304)205-6689.

BVCTC Nursing Program Student Handbook Addendum

BridgeValley Community and Technical College
Consent form for Alcohol, Drug and Substance Testing

I hereby consent for the contracted agency's laboratory to collect blood, urine, or saliva samples from me to conduct the necessary medical tests to determine the presence or use of alcohol, drugs or other controlled substances. Further, I give my consent for the release of test result(s) and other relevant medical information to the Nursing Program Director for and the Vice President for the Student Services at BVCTC. I also understand that if I refuse to consent, I may

be subject to disciplinary action including suspension or dismissal from the nursing program at BVCTC.

AGREED TO:

Student Signature

_____

Date_____

BridgeValley Community and Technical College
Nursing Learning Contract

Student _____ B# _____

Instructor _____ Contract Completion Date _____

TERMS OF CONTRACT

_____ is currently enrolled in _____. As the course instructor, I have identified certain clinical, program or course performance areas that you have not met at this time. _____ must achieve a satisfactory level of performance in the areas outlined below by _____. Successful completion of the following is necessary to achieve a passing grade in each course enrolled.

Learning Objective	Strategies and	Evidence	Criteria for

	Resources Required to Meet the Objective		Evaluation and Means of Validation

Our signatures below indicate that we are in agreement with the intents / objectives / competencies and identified plans and strategies.

Failure to meet the terms of the Learning Contract or unsatisfactory performance in relation to this Learning Contract will result in failure of the course or dismissal from the program.

It is expressly understood that successful completion of this Learning Contract does not automatically result in successful completion of the course. All related intents / objectives / competencies of the course must be met by the end of the course (includes written and verbal feedback discussed at the final evaluation) in order to pass the course.

Student Signature_____ Date Signed _____

Nursing Faculty Signature_____Date Signed_____

Nursing Program Director Signature_____Date Signed_____

BridgeValley Community and Technical College

Nursing Remediation Contract

Student _____ HESI Score _____

Instructor _____ Contract Completion Date _____

Revised 2/6/17

TERMS OF REMEDIATION CONTRACT

_____is currently enrolled in _____. Successful completion of the following is necessary for final grades to be submitted.

Remediation Plan	Completion Date

Our signatures below indicate that we are in agreement with the intents and identified plans and strategies.

Student Signature_____Date Signed_____

Nursing Faculty Signature_____Date Signed_____

Faculty Rubric to Consider Readmission Letter

Student Name_____ Projected Semester of Re-entry_____

I. **Admission TEAS SCORE _____**
II. **Cumulative GPA _____Required Nursing Curriculum Cumulative GPA _____**

III. Semester Scores: HESI / Course Grade
First: N134 _____/_____
Second: N144 _____/_____SP-Dosage Cal _____/_____SP- Health Assessment _____/_____
Third: N234_____/_____
Fourth: SP- Management _____/_____

Criteria:

- One Rubric will be completed per Semester's Faculty Team
- The Rubric must score a minimum of 80%. Should the score fall below 80% the Readmission Letter will not be considered. The student will therefore be notified.

CRITERIA	2	1	0	N/A
Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings				
Recognize patient centered care that is respectful of and receptive to individual patient preferences, needs, and values				
Recognize knowledge from other scientific and humanistic disciplines as it relates to the profession of nursing and the care of diverse individuals throughout the lifespan				
Understand key nursing concepts introduced related to the care of diverse individuals throughout the lifespan with a focus on health, wellness, and simple deviations				
Make 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				
Recognize with assistance the use of the nursing process and the holistic model in the assessment, analysis, planning, implementation, and evaluation of nursing care for clients				
Identify principles of therapeutic communication				
Implement 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				
Identify foundational principles of professional nursing practice to provide safe, ethical, culturally competent care to individuals across				

the lifespan				
Identify technology and information systems used to provide safe, effective care maintaining confidentiality				
Examine 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				
Explain the use of evidence based research for best practices				
Recognize the importance of continued learning to maintain clinical excellence in the profession of nursing				
Students must have visual ability sufficient to assess, observe and safely perform nursing care				
Students must have tactile ability sufficient for physical assessment, including determination of size, shape, temperature and texture				
Students must have auditory ability sufficient to communicate successfully and discriminate sounds				
Students must have the ability to communicate in a variety of manners (verbal, non-verbal, written) with clients, faculty and members of the healthcare team				
Students must possess physical endurance, strength, and fine motor skills sufficient to complete assigned periods of clinical care				

Score _____

Notes and Recommendations:

Faculty Team Signatures:

BridgeValley Community & Technical College

Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply:

BridgeValley Community and Technical College
Nursing Program Student Handbook

I have read, reviewed, understand, and agree to comply with the contents of the Nursing Student Handbook.

Date: _____

_____

Signature

_____

Printed Name