



NURSING STUDENT HANDBOOK

2017-2019

FOR STUDENTS IN THE FOLLOWING COURSE/SEMESTER/YEAR:

NU 132: Fall 2017
NU 133: Fall 2017
NU 134: Fall 2017
NU 142: Spring 2018
NU 144: Spring 2018
NU 234: Fall 2018
NU 244: Spring 2019
NU 245: Spring 2019

Contents of this handbook replaces and supersedes any other handbook the student has been given. New students, students reapplying to the program or repeating a nursing course will adhere to the most current nursing student handbook for that course and year.

The Associate Degree Nursing Faculty and Southern West Virginia Community and Technical College reserve the right to change, delete, supplement or otherwise amend at any time the information, rules, and policies contained herein without prior notice. Students will be notified in writing of such changes in a timely manner.

Implemented: 1983

Date of last Handbook Review and Revision: 7/17

WELCOME FROM THE COORDINATOR

On behalf of the faculty and staff, I welcome you as you begin your studies in the Nursing program at Southern. We are pleased that you have chosen to major in nursing and believe it is an exciting time to enter the nursing profession. The nursing faculty and I are committed to preparing you in the best way possible to begin your career in nursing.

As a member of the nursing profession, you will have countless opportunities to affect the lives of patients with whom you are in contact. Nurses, as one of the most trusted professionals, have a responsibility to be knowledgeable and highly competent in the delivery of care. You will develop clinical competence and leadership skills if you commit to investing time and effort in the rigorous curriculum we have prepared for you. You will also be expected to be caring, compassionate and empathetic. Your investment in learning now will yield a lifetime of rewards as you grow as a professional nurse.

In addition to your classroom learning, you will have the opportunity to gain clinical experiences at multiple hospitals and community facilities that offer rich clinical opportunities. I will encourage you to think of your classmates and the people you care for as important resources, from whom you will gain invaluable knowledge and personal insights. Remember there is much to learn outside the classroom as well.

The College of Nursing and the college have assembled numerous resources to help gain the most from your time here. We encourage you to use these resources to make this program work for you. Please know that I, the faculty and staff are always available to provide assistance.

The faculty and I have prepared this handbook to ensure that you have a clear understanding of policies and expectations as a student in the nursing program at Southern. It is essential that you know and understand the policies it contains. The task of educating students, who are prepared to safely practice professional nursing at the generalist level, mandates that certain nursing academic and clinical conduct requirements be more stringently delineated than general college requirements.

I have an open door policy, so if my door is open, you are most welcome. If you wish to talk for an extended period, please schedule an appointment so that our time will be uninterrupted.

Wishing you a successful and exciting experience in the Nursing program at Southern.

Sheliah M. Elkins
Professor and Coordinator for Nursing

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Affirmative Action

Southern West Virginia Community and Technical College is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provisions of its education and employment programs and services.

It is the policy of Southern West Virginia Community and Technical College to provide equal opportunities to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, ethnicity, sex, color, gender, religion, age, sexual or gender orientation, disability, marital status, veterans status, or national origin.

This nondiscrimination policy also applies to all educational programs, to admission, to employment, and to other related activities covered under Title IX, which prohibits sex discrimination in higher education.

Southern West Virginia Community and Technical College also neither affiliates with nor grants recognition to any individual, group, or organization having policies that discriminate on the basis of race, ethnicity, sex, color, gender, religion, age, sexual or gender orientation, disability, marital status, veterans status, or national origin. Inquiries regarding compliance with any state or federal nondiscrimination law may be addressed to:

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Program Accreditation:

The nursing program at Southern WV Community & Technical College West Virginia Community and Technical College is accredited by the Accreditation Commission for Education in Nursing (ACEN) and by the West Virginia Board of Examiners for Registered Professional Nurses.

Accreditation Commission for Education in Nursing

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Suite 850

Atlanta, Georgia 30326

Phone: (404) 975-5000

Fax: (404) 975-5020

Email: info@acenursing.org

Website: www.acenursing.org

West Virginia Board of Examiners for Registered Professional Nurses

90 MacCorkle Ave., S.W., Suite 203

South Charleston, West Virginia 25303

Phone: (304) 744-0900

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Mission

The mission of Southern West Virginia Community & Technical College's Nursing Program is to prepare students for professional nursing practice while providing a knowledge base for career mobility and further academic study. The program is committed to providing accessible, high-quality nursing education to meet the diverse and changing health-care needs of the community and beyond.

Philosophy

The Southern West Virginia Community & Technical College Nursing Program is committed to a quality educational environment.

The educational philosophy of Southern's nursing program 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).

Southern 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.

Written/modified by the WV Consortium of Associate Degree Nursing Programs and adopted by Southern WV Community and Technical College's nursing program.

Conceptual Framework



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

Southern WV Community & Technical College 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).

Southern's Nursing Program 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 Southern WV Community & Technical College 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 NLN competencies and the WV Board of Examiner's for Registered Professional Nurses.
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

(NLN, 2010 taken from Appendix D p.65-69)

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.

*Definitions written/modified by the WV Consortium of Associate Degree Nursing Programs and adopted by Southern WV Community and Technical College's nursing program.

**Southern West Virginia Community and Technical College
School of Allied Health and Nursing
Nursing Curriculum Mapping
Leveled Course Outcomes Reflecting the NLN Nursing Core Values**

Developed: Fall 2014
Updated: 3/2017

End-of-Program Student Learning Outcome: Collaborate with the patient or designee to plan and provide nursing care that respects the patient's individual values and needs. NLN Competency: Human Flourishing							
Level 1 NU 132	Level 1 NU 133	Level 1 NU 134	Level 2 NU 142	Level 2 NU 144	Level 2 NU 234	Level 3 NU 244	Level 3 NU 245
Drug & Dosage Calculations I	Health Assessment and Diagnostics	Introduction to Nursing Concepts	Drug & Dosage Calculations II	Nursing Concepts of Health and Illness I	Nursing Concepts of Health and Illness II	Synthesis of Nursing Concepts	Professional Nursing & Health System Concepts
	Perform an integrated comprehensive health assessment.	Demonstrate 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 related to the profession of nursing and the care of diverse individuals throughout the lifespan. Define key nursing concepts introduced related to the care of diverse individuals throughout the lifespan with a focus, on health, wellness, and simple deviations.		Demonstrate patient centered care that is respectful of and receptive to individual patient preferences, needs, and values. Apply knowledge from other scientific and humanistic disciplines as it relates to the care of diverse individual and families throughout the lifespan across the wellness-illness continuum.	Develop a patient-centered plan of care that is respectful of and receptive to individual patient preferences, needs, and values, and ensuring that patient values guide all clinical decision-making. Analyze knowledge from other scientific and humanistic disciplines as it relates to the care of diverse individuals and families throughout the lifespan across the wellness-illness continuum.	Collaborate with the client and other disciplines to formulate patient – centered care that is respectful of and receptive to individual patient preferences, needs, and values, and ensuring that patient values guide all clinical decision-making.	Collaborate with the patient or designee to develop, plan, and provide nursing care that respect the patient's individual values and needs.

Southern West Virginia Community and Technical College
 School of Allied Health and Nursing
 Nursing Curriculum Mapping
 Leveled Course Outcomes Reflecting the NLN Nursing Core Values

Developed: Fall 2014
 Updated: 3/2017

<p>End-of-Program Student Learning Outcome: Collaborate with the patient or designee to plan and provide nursing care that respects the patient's individual values and needs. NLN Competency: Human Flourishing Continued</p>							
Level 1 NU 132	Level 1 NU 133	Level 1 NU 134	Level 2 NU 142	Level 2 NU 144	Level 2 NU 234	Level 3 NU 244	Level 3 NU 245
Drug & Dosage Calculations I	Health Assessment and Diagnostics	Introduction to Nursing Concepts	Drug & Dosage Calculations II	Nursing Concepts of Health and Illness I	Nursing Concepts of Health and Illness II	Synthesis of Nursing Concepts	Professional Nursing & Health System Concepts
				Apply key concepts from the introduction course, together with newly introduced concepts relating to care of diverse individuals and families throughout the lifespan across the wellness-illness continuum.	Distinguish interrelated key concepts related to care of diverse individuals and the expanding family throughout the lifespan across the wellness-illness continuum.	Combine knowledge from other scientific and humanistic disciplines together with nursing concepts as they relate to The care of diverse individuals and families throughout the lifespan across the wellness-illness continuum.	

Southern West Virginia Community and Technical College
School of Allied Health and Nursing
Nursing Curriculum Mapping
Leveled Course Outcomes Reflecting the NLN Nursing Core Values

Developed: Fall 2014
Updated: 3/2017

End-of-Program Student Learning Outcome: Generate safe and effective patient centered care using the nursing process. Incorporate effective communication strategies to reduce risk and injuries in the healthcare environment.							
NLN Competency: Nursing Judgment.							
Level 1 NU 132	Level 1 NU 133	Level 1 NU 134	Level 2 NU 142	Level 2 NU 144	Level 2 NU 234	Level 3 NU 244	Level 3 NU 245
Drug & Dosage Calculations I	Health Assessment and Diagnostics	Introduction to Nursing Concepts	Drug & Dosage Calculations II	Nursing Concepts of Health and Illness I	Nursing Concepts of Health and Illness II	Synthesis of Nursing Concepts	Professional Nursing & Health System Concepts
<p>Discuss the principles of medication administration safety.</p> <p>Identify the elements of accurate documentation of medication administration</p> <p>Identify and prevent common medication errors.</p> <p>Demonstrate competencies in applying principles of medication administration.</p>	<p>Critically interpret findings from the collection of subjective and objective data.</p>	<p>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.</p>	<p>Demonstrate competencies in applying complex mathematical principles for safe medication administration in select populations.</p> <p>Examine the role of the nurse in safe medication administration including electronic and written documents.</p>	<p>Discover critical thinking in the use of the nursing process and the holistic model to assess, analyze, plan, implement, and evaluate nursing care for client.</p>	<p>Discover the use of the nursing process and the holistic model to assess, analyze, plan, implement, evaluate and revise care for clients.</p>	<p>Prioritize of holistic center care using the nursing process, evidence based practice and critical thinking skills.</p>	<p>Plan safe and effective patient centered care using the nursing process.</p>
		<p>List principles of therapeutic communication.</p>	<p>Utilize therapeutic techniques to communicate professionally and effectively with the client/family and member of the interdisciplinary team.</p>	<p>Examine professional, effective communication techniques to minimize risks associated with "handoffs" among providers and through changes in care.</p>	<p>Formulate communication strategies to effectively develop collaboration and improve conflict resolution.</p>	<p>Incorporate effective communication strategies to reduce risk and injuries in the healthcare environment.</p>	

**Southern West Virginia Community and Technical College
School of Allied Health and Nursing
Nursing Curriculum Mapping
Leveled Course Outcomes Reflecting the NLN Nursing Core Values**

**Developed: Fall 2014
Updated: 3/2017**

End-of-Program Student Learning Outcome: Create caring relationships with patient and support systems consistent with the NLN competencies and the WV Board of Examiners Registered Professional Nurses. Evaluate the utilization of healthcare system resources to efficiently and effectively manage care. NLN Competency: Professional Identity							
Level 1 NU 132	Level 1 NU 133	Level 1 NU 134	Level 2 NU 142	Level 2 NU 144	Level 2 NU 234	Level 3 NU 244	Level 3 NU 245
Drug & Dosage Calculations I	Health Assessment and Diagnostics	Introduction to Nursing Concepts	Drug & Dosage Calculations II	Nursing Concepts of Health and Illness I	Nursing Concepts of Health and Illness II	Synthesis of Nursing Concepts	Professional Nursing & Health Systems Concepts
Identify professional responsibility in the interpretation, calculation, and administration of medications.	Demonstrate teaching/learning Skills/principles into patient interviews and physical assessments. Integrate the skills, knowledge, and attitudes required of the nurse when applying the nursing process to perform a holistic assessment to select populations.	List foundational principles of professional nursing practice to provide safe, ethical, culturally competent care to individuals across the life span.	Identify the professional responsibility in the interpretation, calculation, and administration of medications in select populations.	Model professional, ethical nursing behaviors incorporating integrity, personal responsibility and accountability for continued excellence.	Model professional, ethical nursing behaviors incorporating integrity, personal responsibility and accountability for continued excellence.	Exhibit the Professional standards that support moral/ethical/legal principles in response to national care needs.	Create caring relationships with patient and support systems consistent with the NLN Competencies for ADN Graduates and the West Virginia Act and Administrative Rules.
		Name technology and information systems used to provide safe, effective care maintain confidentiality.					

**Southern West Virginia Community and Technical College
School of Allied Health and Nursing
Nursing Curriculum Mapping
Leveled Course Outcomes Reflecting the NLN Nursing Core Values**

**Developed: Fall 2014
Updated: 3/2017**

End-of-Program Student Learning Outcome: Integrate current best practice to plan and implement safe and effective patient care. NLN Competency: Spirit of Inquiry							
Level 2 NU 132	Level 1 NU 133	Level 1 NU 134	Level 2 NU 142	Level 2 NU 144	Level 2 NU 234	Level 3 NU 244	Level 3 NU 245
Drug & Dosage Calculations I	Health Assessment and Diagnostics	Introduction to Nursing Concepts	Drug & Dosage Calculations II	Nursing Concepts of Health and Illness I	Nursing Concepts of Health and Illness II	Synthesis of Nursing Concepts	Professional Nursing & Health Systems Concepts
	<p>Demonstrate knowledge of preparation and post-procedure care for patient undergoing lab and diagnostic tests.</p> <p>Explain evidence-based findings and demonstrate the use of technology and information systems to facilitate the assessment of diverse patient and select populations.</p>	<p>Explain the use of evidence-based research for best practices.</p> <p>Recognize the importance of continued learning to maintain clinical excellence in the profession of nursing.</p>		<p>Apply the use of evidence-based research for best practices in the planning and provision of safe and competent care.</p> <p>Identify professional goals and continued learning for nursing development.</p>	<p>Integrate clinical decision-making substantiated with evidence-based research to provide safe quality care of patient within a family and community.</p> <p>Acknowledge the necessity for lifelong learning as a part of personal and professional development and growth.</p>	<p>Examine the evidence that underlies clinical nursing practice to challenge and question the underlying assumptions offering new insight to improve the quality of care for patients, families, and the community.</p> <p>Formulate a commitment to, and a value of lifelong learning as a means to maintain professional nursing excellence.</p>	<p>Integrate current best practice to plan and implement safe and effective patient care.</p>

Admission Criteria

Applicants requesting admission to the Southern WV Community and Technical College Nursing Program must first meet the requirements for general admission to the college.

Applicants must successfully complete all institution and nursing program admission requirements before the application deadline. Qualified applications do not guarantee admission to the Nursing Program.

The Board of Examiners for Registered Professional Nurses may deny testing to any applicant proven guilty of certain infraction such as, but not limited to fraud, felony, or moral misconduct (Chapter 30, Article 7, Section 11, Code of West Virginia.)

Additionally, applicants must be able to engage in educational and training activities in a manner that does not endanger themselves or others.

General Requirements

Admission Requirements

1. High school graduate or equivalent (USA GED or TASC)
2. English language proficiency
3. 2.5 GPA from high school or college courses
4. Eligible to take college level English and Math
5. Pre-nursing admission exam composite score on the HESI A₂ – 75 or higher. **HESI A₂ composite scores must be within the last two (2) years.**

Technical Standards

The curricula leading to a degree in Nursing from Southern 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.



Healthcare and Business Programs
 P.O. Box 2900 – Logan Campus
 Mount Gay, WV 25637

The **Nursing** Program is designed to prepare graduates to practice as a registered nurse once licensure requirements are met. The Associate Degree Nursing Program prepares students for professional nursing practice while providing a knowledge base for career mobility and further academic study. The program is committed to providing accessible, high-quality nursing education to meet diverse and changing healthcare needs of individuals of all ages in a variety of healthcare settings. The curriculum emerges from the seven core values identified by the National League of Nursing: caring, diversity, ethics, integrity, patient-centeredness, excellence, and holism.

The full Nursing Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer general education/program support courses only.

Nursing Curriculum

60 Semester Hours

First Year – Fall Semester

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
BS 124	Anatomy and Physiology I	4
NU 132	Drug and Dosage Calculation I	1
NU 133	Health Assessment and Diagnostics	3
NU 134	Introduction to Nursing Concepts	8
		16

First Year – Spring Semester

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
BS 125	Anatomy and Physiology II	4
NU 142	Drug and Dosage Calculation II	1
NU 144	Nursing Concepts of Health and Illness I	9
PY 218	Life Span Developmental Psychology	3
		17

Second Year – Fall Semester

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
EN 101 or 101A	English Composition I	3
	General Education Elective*	3
NU 234	Nursing Concepts of Health and Illness II	9
		15

Second Year – Spring Semester

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
NU 244	Synthesis of Nursing Concepts	9
NU 245	Professional Nursing & Health Systems Concept	3
		12

*Any college-level course not already specified in the program may be used to fulfill the general education elective requirement.

All courses must be completed with a “C” or better in order to progress.

Courses not designated as “NU” **may be** taken prior to entering the Nursing Program. However, taking such courses **does not guarantee** entry to the Nursing Program.

Competency exams may be required in course/levels in order to progress in the curriculum. The Nursing Program must be completed within three (3) years of admission. Failure to complete the program within three (3) years will result in dismissal.

Requests for readmission will be subject to new student admission requirements for that academic year and will require all nursing courses be repeated regardless of the previous grade.

Course Descriptions

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: **BS 124** - A&P 1

Co-requisites: **NU 134** - Introduction to Nursing Concepts, **NU 133** - Health Assessment and Diagnostics

Course Credit Hours: One (1) credit hour

Nursing 133: Health Assessment and Diagnostics

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 and will include abnormal assessment findings. Modifications of assessment for select populations will be addressed.

The nursing student will be introduced to normal and abnormal lab values and basic diagnostic procedures.

Prerequisite: Admission to Nursing Program

Pre/Co-requisites: **BS 124** - A&P 1

Co-requisites: **NU 134** - Introduction to Nursing Concepts, **NU 132** - Drug Dosage and Calculation I

Course Credit Hours: Three (3) credit hours.

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: **BS 124** - A&P I

Co-requisite: **NU 132** - Drug Dosage and Calculation I; **NU 133** - Health Assessment and Diagnostics

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

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: **BS 124** - A&P I; **NU 132** - Drug and Dosage Calculation I; **NU 133** - Health Assessment and Diagnostics; **NU 134** - Introduction to Nursing Concepts,

Pre/Co-requisites: **BS 125** - A&P II; **PY 218** Life Span Developmental Psychology

Co-requisites: **NU 144** – Nursing Concepts of Health and Illness I

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: **BS 124** - A&P I; **NU 132** - Drug and Dosage Calculation I; **NU 133** - Health Assessment and Diagnostics I; **NU 134** - Introduction to Nursing Concepts,

Pre/Co-requisites: **BS 125** - A&P II; **PY 218** Life Span Developmental Psychology

Co-requisites: **NU 142**– Drug and Dosage Calculation 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: **BS 124** - A&P I; **BS 125** - A&P II; **PY 218** Life Span Developmental Psychology; **NU 132** - Drug and Dosage Calculation I; **NU 133** - Health Assessment and Diagnostics ; **NU 134** - Introduction to Nursing Concepts; **NU 142**– Drug and Dosage Calculation II; **NU 144** - Nursing Concepts of Health and Illness I

Pre/Co-requisites: **ENG 101** - English Composition; General education elective

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: **BS 124** - A&P I; **BS 125** - A&P II; **PY 218** Life Span Developmental Psychology; **NU 132** - Drug and Dosage Calculation I; **NU 133** - Health Assessment and Diagnostics I; **NU 134** - Introduction to Nursing Concepts; **NU 142**– Drug and Dosage Calculation II; **NU 144** - Nursing Concepts of Health and Illness I; **NU 234** - Nursing Concepts of Health and Illness II

Co-requisite: **NU 245** - Professional Nursing and Health System Concepts

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: **BS 124** - A&P I; **BS 125** - A&P II; **PY 218** Life Span Developmental Psychology; **NU 132** - Drug and Dosage Calculation I; **NU 133** - Health Assessment and Diagnostics; **NU 134** - Introduction to Nursing Concepts; **NU 142**– Drug and Dosage Calculation II; **NU 144** - Nursing Concepts of Health and Illness I; **NU 234** - Nursing Concepts of Health and Illness II

Co-requisites: **NU 244** - Synthesis of Nursing Concepts

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

Grading Scale

Students enrolled in Southern's 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. **Grades will not be rounded up.**

The Nursing Program grading scale is as follows:

Grade	Scale
A	92-100
B	85-91.99
C	80-84.99
D	73-79.99
F	0-72.99

**Southern WV Community Technical College
Nursing Program Fall 2017 -Projected Cost List**

All amounts are estimates only

	Total	Cost Incurred
American Heart Association Health Care Provider CPR Course	\$150.00	prior to entering the program
Tuition	\$7,008.00	\$1,752.00 per semester
Nursing Course Fees	\$960.00	\$240.00 per semester
Health & Wellness Fees	\$40.00	\$10.00 per semester
Technology Fee	\$400.00	\$100.00 per semester
Background Check and Drug Screen	\$150.00	prior to entering the program
Random Drug Screen (each test)	\$55.00	**
Books and Supplies	\$2,250.00	Textbooks 1st semester- \$1000.00 2nd- \$750.00 3rd \$500.00 4th No add'l textbooks
Uniforms & Lab Coat	\$200.00	prior to entering the program
Shoes	\$80.00	prior to entering the program
Stethoscope	\$50.00	prior to entering the program
Student Clinical Skills Packs (1 st semester)	\$250.00	prior to entering the program
Student Clinical Skills Packs (second semester)	\$50.00	3rd semester
Achievement/competency exams and 3 day review	\$1,300.00	1st -\$275.00, 2nd- \$275.00, 3rd - \$275.00, 4th- \$475.00 Does not include fees
Nursing Cap 20.00	\$20.00	4th semester
Graduation Fee 50.00	\$50.00	4th semester
Department of Nursing Pin (graduation)	\$50.00	4th semester
NCLEX-RN Licensing Examination and application fee	\$350.00	4th semester
Miscellaneous	\$350.00	Travel etc.
Physical exam, immunizations & titers	\$450.00	prior to entering the program
Total approximation of projected cost	\$14,213.00	

All costs listed above as well as the Physical exam, immunizations, Hepatitis B vaccine, lab work, x-rays, TB Tine test, travel, meals, motel rooms, conventions, etc., are the responsibility of the student.

**A random drug screen may be required without notice at any time during the program and the cost after the 1st is the responsibility of the student.

Departmental Policies/Procedures

- Academic Integrity Policy
- Grievance Procedure (Student)
- Advising Guidelines
- Name Change
- Change in Schedule of Classes
- Withdrawal from classes
- Refund Schedule
- Technology Availability for Students
- Library
- Communication Policy
- Student Nurses' Association
- Service on Faculty Committees

Academic Integrity Policy

(Refer to college catalog/Student Handbook Section pg. 213 -Policy SCP-4710)

Student Grievance Procedure

The purpose of the Student Grievance Procedure shall be to provide equitable and orderly processes to resolve any differences or dispute between a student and a staff or faculty member about College policies or learning activities affecting the student. This may include but is not limited to grading, instructional procedures, class attendance policies, instructional quality, and other situations where the student believes he/she is being treated unfairly or arbitrarily. Refer to the college catalog for an explanation of the procedure. Please refer to the college catalog – Student Handbook Section pg 226 – 227

Advising Guidelines

Upon admission to the Nursing Program, an advisor will be assigned to the student. Any student or advisor may request reassignment by contacting the Nursing Coordinator. Each advisor will provide academic advising concerned with registration, withdrawal, and academic standing and progression in the nursing program.

Advisors will be available to students during posted office hours. Each adviser will also be available by appointment outside office hours should the student require it. Academic counselors are available to any nursing student on the Logan Campus in the Student Services Unit. Assistance and information concerning substance abuse and its treatment may be obtained from the Counselor or Student Services personnel at each of the College's campuses. Mental Health Counselors are available at the local Mental Health Center for students (refer to pg.220 of college catalog) Cost of this service is the responsibility of the student.

Name Change

A change in name is to be reported promptly to the student's assigned Advisor and to Student Records.

Changes in Schedule of Classes

Any changes in academic schedules for nursing students must be cleared through the assigned nursing advisor. Advice from anyone other than the persons mentioned may be in error and could cause problems relating to eligibility for the next nursing course or for graduation. Students should not drop or add any course or alter the course schedule without the expressed written approval of the assigned advisor.

Withdrawal from Classes

A student can withdraw from a class on or before the completion of 73% of the academic term, which is roughly eleven weeks.

The specific last day to withdraw in an academic term is published in the academic calendar included in the catalog. Students withdrawing during this time period will receive a grade of "W". The student is responsible for knowing his or her last day to withdraw from classes. After the last day to withdraw, students will not be permitted to withdraw from the class and will receive the final grade they earn.

Refund Schedule

The current refund schedule for the academic year is posted on Southern's website at <http://www.southernwv.edu/tuition>.

Exceptions to this policy resulting from extenuating circumstances must be approved by Vice President for Finance and Administration or his/her designee before a refund may be processed.

Technology Assistance for Students

Students can go to Southern's Main Web Page → Quick links → Technology, to request Technical service and assistance 24 hours/7 days a week. The student may also sign up for Southern Alerts and view Tech tips at this location as well.

Library

The **Logan and Williamson campus Library hours are posted each academic term.** Full-service libraries are currently operated on the Logan and Williamson campuses. In Logan, the library is located near the Student Union and in Williamson on the first floor. The Boone/Lincoln and Wyoming/McDowell campuses offer electronic and interlibrary loan access to Southern's library services as well as to public libraries or libraries at nearby colleges.

Periodically throughout the nursing program, literature may be placed on closed reserve. Check for reserved materials at the circulation desks. Audiovisual and computer materials are cataloged and readily available to students in the library or in the nursing skills labs. Required audiovisual materials

for a course will be available in the Logan Library. For Southern students, the student ID card serves as a library card.

Communication Policy

Southern will utilize college-issued e-mail accounts to convey college-related, critical, and/or time sensitive information to faculty, staff, and students. In some instances, e-mail communication may be the only means by which particular information is conveyed.

Students may configure their campus e-mail account to forward College e-mail to a preferred e-mail address. All messages contained within the College's e-mail system are the property of the institution.

Policy SCP-7000 can be found on Southern's website at

<http://www.southernwv.edu/administration/policies>

Student Nurses' Association (SNA)

All nursing students are eligible for membership in the Student Nurses Association. Class officers are elected as representatives of their class. They are elected by the class to promote class spirit in achieving goals of the college and the Department of Nursing.

Students are encouraged to join and be involved in the Student Nurses Association at the local, state and national levels.

A faculty member serves as a representative/advisor to the SNA.

Service on Faculty Committees

Student representative(s) is/are elected or appointed from each year's nursing classes. The student representative(s) will attend meetings as specified by nursing faculty and the nursing coordinator.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Background Checks and Drug Screening Policy

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date last reviewed/revised: 8/2/17

Students must satisfactorily complete a background check and drug screen prior to entry in the nursing program and any other time as requested.

Policy Statement:

Students convicted of a FELONY or MISDEMEANOR or pending charges MAY be excluded from entrance into the nursing program or attending clinical experiences by health care agencies and/or from taking the National Council Licensure Examinations for RN's. West Virginia Board of Examiners for Registered Professional Nurses retains the right to all final decisions related to licensure. Any falsification or omission on the nursing program application, or other forms may result in disciplinary action; including dismissal from the program.

Felony and misdemeanor charges or convictions that occur during the nursing program must be reported immediately to the Nursing Coordinator **and** the West Virginia Board of Examiners for Registered Professional Nurses with documentation. Exclusion from clinical agencies and experiences and/or dismissal from the nursing program may occur after review of charges or convictions.

During the nursing program, the School of Allied Health and Nursing may request a random drug/chemical screen (s). At any time, failure to comply immediately with the drug/chemical screen will result in dismissal from the Nursing Program.

Drug/Chemical Dependency

If a student has received treatment for drug/chemical dependency, the student should have a copy of the discharge summary, printed on the facility's letterhead, sent directly to the Nursing Coordinator. If the student is currently receiving treatment they must submit a letter detailing their progress in recovery. Additional information regarding drug/chemical dependency and treatment may be requested at any time.

Admission Drug screening and Program Drug Screening Policy

Southern West Virginia Community and Technical College and the School of Allied Health and Nursing are committed to safeguarding the health and safety of community members and maintaining a drug-free environment. Therefore, in order to uphold the highest standard of care, the **School of Allied Health and Nursing** will conduct a drug screen test for **all students admitted to the program**.

The alcohol and drug screen must occur at a date, time, and by a laboratory approved by the School of Allied Health and Nursing. The type of specimen is at the discretion of the School of Allied Health and Nursing and the testing agency. It is the student's responsibility to determine from their physician whether prescribed medications may affect program performance and to disclose a list of medications prior to testing. In the event of a positive drug screen, the student must have a current prescription for that drug in the nursing program file. A current prescription means one issued by a licensed provider, to the student, within the twelve (12) months prior to testing.

The cost of any and all expenses associated with the drug screening and/or evaluation is the responsibility of the student. Any new prescription, change in medication or health status, or ability to function in the classroom or clinical setting must be reported promptly by the student to the appropriate advisor. Many prescription drugs alter mental status and may impair the student's ability to perform in the classroom or clinical setting. It is the student's responsibility to discuss the effects of prescription drugs with the physician. Impairment in the classroom or clinical setting is not permissible regardless of the source.

Any attempt to do any of the following will result in removal from the nursing program:

- altering the drug screen
- preventing collection of the specimen for screening
- falsifying of the results
- refusing to have the test performed at the date and time requested, or by the approved laboratory

Any positive or diluted screening results not covered by a previously documented prescription in the student's program file will result in dismissal from the nursing program. Any future reapplication to a program in the School of Allied Health and Nursing will not be considered. Appropriate accreditation agencies will be notified of the results of the test and disciplinary actions will be taken, including dismissal from the program.

Disclaimer: Student has the right to refuse drug screening, however, refusal to have the drug screen, or failure to follow the procedure/directions prescribed by the School of Allied Health and Nursing will result in withdrawing the student's selection to the program or will result in dismissal from the program after enrollment.

Random Drug screen after Program Enrollment

Enrollment is defined as a student attending the first day of class in the Nursing Program. A random drug screen of any student, any group of students or an entire class or program may occur at any time and on more than one occasion. Alcohol and drug screening may be by urine sample and/or breathalyzer and/or a hair and/or blood sample at the discretion of the nursing program coordinator. The date, time, and company to conduct the drug screen are selected by the School of Allied Health and Nursing. The cost of drug screening is the responsibility of the student.

Further, a student who demonstrates questionable behavior (classroom, laboratory, or clinical setting) or gives any indication that alcohol or drugs have been consumed will be requested to submit to a drug screen.

Signs and symptoms of alcohol and/or drug use may include but are not limited to any one or more of the following: euphoria, altered judgment, impaired motor coordination, inability to concentrate, memory loss, tremors, confusion, anxiety, delusions, agitation, disorientation, diaphoresis, convulsions, slurred speech, emotional instability, delirium, hallucinations, depression, paranoia, hostility, change in appearance or grooming, hyper-reflexia, lethargy, flushed face, tardiness, absenteeism, dilated/pinpoint pupils, odor of alcohol, mood swings, missed deadlines, careless mistakes, and dozing/sleeping.

Dr. Sue Painter, DNP, RN
Executive Director

email: rboard@wv.gov
web address: wvrrnboard.wv.gov



TELEPHONE:

304-744-0900

FAX: 304-744-0600

STATE OF WEST VIRGINIA
BOARD OF EXAMINERS FOR REGISTERED PROFESSIONAL NURSES

90 MacCorkle Ave., SW, Suite 203
South Charleston, WV 25303

Date: June 27, 2017

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 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 (DRC).

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 DRC. 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 to 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.

The Board may issue a license under probationary conditions, which could include direct supervision, random drug screens, employer reporting, counselor reporting and other necessary monitoring requirements. Further, the Board may deny licensure until certain requirements are met. The law allows the Board to require applicants to submit to a physical or psychological examination and to have the results of the examination provided directly to the Board. Refusal to submit to an examination when required will result in the application being denied. Applicants who qualify may be referred to the Board's monitoring and recovery program West Virginia Restore.

Each school of nursing makes independent decisions about admissions into their program and may require criminal background screening as part of that process. It is important for schools of nursing to know the admissions policies that exist on their campuses relative to criminal convictions and drug and alcohol use/abuse. Administrators should know the policy and actively enforce it. For those nursing programs without crucial admissions policies, administrators need to lobby the campus leaders to create realistic policies that can guide the individual programs as they make admission decisions. The School's general counsel should be contacted for assistance.

Clinical facilities may limit or prohibit students with criminal histories from participating in clinical experiences. Other options may not exist for the student to complete required clinical hours in order to obtain a nursing degree; thus, such a student may not be eligible for licensure in West Virginia.

As stated above, the license application requires disclosure of any criminal history and the disposition of all cases prior to Board review. Acceptance into a nursing education program is the decision of the school. Entering and staying in the nursing education program is the prospective student's decision based upon the knowledge that he/she may, or may not, be granted a nursing license by West Virginia. However, every state has its own requirements, so an applicant may be licensed in another state even if West Virginia denies licensure. All of the above factors should be taken into consideration prior to making a decision about a nursing career.

For more information, obtain the West Virginia Nursing Code and Legislative Rules, by visiting www.wvrnboard.wv.gov.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Impaired Student Policy

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date adopted: March 2014 Reviewed: May 2017

1. Purpose

This policy outlines the goals and objectives of the Nursing Program at Southern West Virginia Community and Technical College’s drug and alcohol screening process. This policy provides guidance concerning the responsibilities of the School of Allied Health and Nursing and the student.

2. Scope

This policy applies to all students enrolled in the nursing program, and all applicants selected for admission into the nursing program.

3. Definitions

- 3.1. **Alcohol** means any beverage that contains ethyl alcohol (ethanol), including but not limited to beer, wine, and distilled spirits.
- 3.2. **Illegal drug** means any drug which is not legally obtained; any drug which is legally obtainable but has not been obtained legally; any prescribed drug not being used for the prescribed purpose; any over the counter drug being used at a dosage level other than recommended by the manufacturer or being used for a purpose other than intended by the manufacturer. Also, drugs being used to replace an addictive substance that is not monitored and tapered by an approved program will be considered a prescribed drug not being used for the intended purpose and therefore will be considered an illegal substance. Examples include cannabis substances (marijuana), heroin, methamphetamine; phencyclidine (PCP), Suboxone and so-called designer drugs and look-a-like drugs.
- 3.3. **Legal drug** means any prescribed drug or over the counter drug that has been legally obtained and is being used for the purpose for which it is prescribed or manufactured. This includes drugs to replace an addictive substance that are being monitored and tapered by an approved program.

3.4. ***Under the influence*** means a condition in which a person is affected by a drug or by alcohol in any detectable manner. The symptoms of influence are not confined to those consistent with misbehavior, not to obvious impairment of physical or mental ability.

4. **Rationale**

The Nursing Program at Southern West Virginia and Community and Technical College:

- 4.1. Has a vital interest in maintaining a safe, healthy, and efficient learning environment. The Nursing Program has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for clients. Being under the influence of a drug or alcohol poses serious safety and health risks to the user and to all those who come in contact with the user and to clients for whom they provide care. The unlawful possession, use, or sale of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol poses an unacceptable risk for unsafe client care.
- 4.2. Has the right and obligation to maintain a safe, healthy, and efficient learning environment for all students and to protect the clients for who care is rendered as well as the organizations reputation.
- 4.3. Recognizes its obligations to its Clinical Agencies for the provision of care that are free of the influence of illegal drugs, prescription drugs, and over the counter drugs, and/or alcohol, and will endeavor through this policy to provide drug and alcohol free services.
- 4.4. Further expresses its intent through this policy to comply with the WV Nursing Code and Legislative Rules 19-3-14, 14.1b.
- 4.5. Requires all students to abide by the terms of this policy and notify the nursing coordinator of any use of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol.

5. **Prohibited Activities**

The West Virginia Board of Nursing defines impairment as a person exhibiting problems with cognitive functioning and memory, altered motor skills, diminished alertness, difficulty making decisions, impaired judgment, and/or the ability to cope with stressful situations. Substance abuse and dependence, and some mental disorders can impair the nurse's ability to practice with reasonable skill and safety.

6. **Discipline, Rehabilitation, and Student Assistance**

- 6.1. Any student disclosing drug abuse history, with or without treatment will be referred to enter into a treatment regimen with WV Restore but will be also be subject to nursing program dismissal as stated in the Admission Drug screening and Program Drug Screening Policy stated in this handbook.
- 6.2. Any student receiving **Suboxone** treatment for drug addiction, per order of the West Virginia Board of Examiners for Registered professional nurses, will not be allowed to attend clinical rotations while receiving treatment. Students who are in the program and complete treatment with Suboxone prior to attending clinical rotations, must submit to a drug screen and must show no evidence of Suboxone on the screen.

6.3. Any student found to be impaired as evidenced by a positive drug screen report without proper documentation or has not disclosed a medication, will be administratively withdrawn from all nursing courses and reported to the West Virginia Board of Examiners for Professional Nurses for impaired practice. If the student agrees to enter a treatment regimen with WV Restore and complies with the program, then that student may re-enter the nursing program with the next scheduled class, if a seat is available. That student will have the same amount of time to complete the program as any student that withdraws from a nursing course.

7. Drug and Alcohol Testing

Southern West Virginia Community and Technical College can and will administer scheduled and/or random drug screens to its students within the nursing program. See Admission Drug screening and Program Drug Screening Policy in this handbook.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Nursing Student Code of Conduct

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date last reviewed/revised: 8/2/17

The Nursing Program at Southern has a code of conduct for the learning environment (class, clinical, and any other site). Students are expected to respect the rights and welfare of all members of the college community and to exercise common sense, good taste, and applied reason in all learning situations.

Policy Statement

The instructor has responsibility for course content, grading practices, classroom procedures and enforcing adherence to the code of conduct. Maintaining order preserves the integrity of the learning environment. If the instructor feels that the behavior of a student is disturbing, interferes with instruction, is offensive, or otherwise inappropriate, the student may be dismissed from the learning environment for that class period. Further action may be taken if indicated by the seriousness of the behavior including, but not limited to, dismissal from the program.

Therefore, students are expected to adhere to the following guidelines:

- Do not hold conversations in class while the instructor or another person is speaking.
- Do not participate in distractive behavior such as, but not limited to, leaving the room after class has begun, making distractive noise, passing notes, etc.
- Arrive on time, attend regularly, and stay until the class is dismissed. Students are not permitted to enter class once it is in session, unless consent is given by the instructor.
- Be punctual in returning from breaks.

Cell phones or other electronic devices are for educational purpose only.

Only the instructor or the nursing coordinator may give special permission for the appropriate use of electronic devices in the clinical/classroom setting. Inappropriate use of the electronic device is never acceptable.

Students are not allowed to photograph or record clients, their family members or hospital visitors.

Children or family members may not be taken to class, clinical or any learning event. Sleeping/lack of attention in class or clinical is not permissible. Students are to conduct themselves in a professional manner while participating in the learning environments of class, clinical, and campus laboratory. Respect for the instructor and fellow students is to be demonstrated at all times through behavior, language, tone and attitude.

Offensive or inappropriate language, behavior, tone, or attitude will not be tolerated. Expect disciplinary action that could include, but not limited to, dismissal from the classroom for that class period. Further action may be taken if indicated by the seriousness of the behavior, including, but not limited to, dismissal from the program.

Misconduct

Misconduct is defined as conduct derogatory to the profession of nursing. Students are expected to obey local, state, and federal statutes. The student must review the WV Code for Registered Professional Nurses, College Code of Conduct, and the Nursing Program Code of Conduct described in this student handbook. Misconduct includes (but is not limited to) the following behaviors:

- All forms of dishonesty, including, but not limited to, cheating, plagiarism, knowingly furnishing false information, forgery, alteration of documents, or misidentification with the intent to defraud.
- Providing false or incorrect information on the physical exam form.
- Knowingly falsifying an application.
- Knowingly providing false information regarding completion of educational programs.
- Knowingly making or filing a false report.
- Failing to disclose felony or misdemeanor.
- Failure to disclose treatment for alcohol/substance abuse.
- Withholding information of any of the above criteria.
- Behavior that is disrespectful or disruptive in the classroom or clinical setting or at any event.
- Inappropriate use of electronic devices.
- Participating in behavior that jeopardizes client safety or confidentiality.
- Failing to maintain client confidentiality.
- Failure to follow the ethical code of conduct or the nursing program code of conduct as outlined in this handbook.

Any behavioral misconduct that can be proven by a preponderance of evidence will be subject to disciplinary action which may include, but is not limited to, suspension, probation or dismissal from the Nursing Program and/or college.

Ethical Conduct

Confidentiality is of prime importance. Students revealing or discussing information about any client outside the clinical setting, and/or in the presence of person(s) other than the immediate health care team for the client will fail the course and/or be dismissed from the program. The student will not have the ability to reapply for admission to the program. Students must abide by HIPAA requirements at all times.

Academic Dishonesty

Upon discovering an act of academic dishonesty, the nature of the penalty shall be determined by the instructor and coordinator. Such penalties may include, but are not limited to, a lowered grade on the assignment, no credit for the assignment, or an exclusion from further participation and a grade of "F" in the course.

Repeated acts of academic dishonesty will be handled by the Chief Academic Officer and will not be tolerated by the institution.

Incidents occurring in the clinical setting that compromise the well-being and/or nursing care of a client will not be tolerated. Each incident will be reviewed on an individual basis by the coordinator and nursing faculty. Probation/dismissal from the program may occur.

When an instructor observes cheating on the part of the student, the case shall be handled in accordance with the following procedures:

The instructor has the authority to give the student a grade of "F" on the assignment involved in the incident, or a grade of "F" in the course in which the misconduct occurred.

The instructor shall submit to the Nursing Coordinator, a written report, along with any physical evidence, stating the facts of the case and the action taken by the instructor. Further, the Nursing Coordinator may dismiss the student from the program after review of the facts.

Academic dishonesty is reportable to the WV Board of Examiners for Registered Professional Nurses.

West Virginia Legislative Code for RNs

The State of West Virginia has Code and Legislative Rules governing Registered Professional Nurses. Title 19 Series one (1) 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."

Students are to read, become familiar with, and abide by the West Virginia Legislative Code for Registered Professional Nurses. Chapter 30 - Article 7. The code may also be found at the end of this handbook and at <http://www.legis.state.wv.us/WVCODE/code.cfm?chap=30&art=7#1>



Southern West Virginia Community & Technical College

Nursing Program

P.O. Box 2900- Logan Campus

Mount Gay, WV 25637

**Program Progression Policy
(Progression, Re-Entry, Reapplication, Dismissal)**

Program: Nursing	Section: Curriculum
Approved by : Nursing Faculty	Date adopted: 8/5/2015 Reviewed 8/17

The following policy describes the student’s progression through the nursing program at Southern West Virginia Community & Technical College. It includes factors that may impact their application, re-entry, and dismissal. This policy has been developed to facilitate the student’s understanding of progression through each semester and the need for re-entry, dismissal, with/failure or reapplication to nursing program.

Definition:

Progression- successful completion of support and nursing courses as sequenced in the nursing curriculum.

Re-Entry- failure to successfully complete a course with the option of returning to that course a second time. The exception to re-entry to the nursing program is any failure/withdrawal of the first semester courses.

Reapplication-process of applying to nursing program after failing first semester courses or failure/withdrawal from the program after 2 failed courses.

Policy Statement:

1. All courses in the nursing curriculum must be completed with a “C” or better by the semester indicated in the curriculum in order to progress to the next semester. Nursing students must achieve a minimum grade of “C” on **nursing theory material** and satisfactorily pass on the nursing laboratory/**clinical** portions of the courses. If a student fails one component of a nursing course (either lecture or laboratory/clinical), it will result in failure of the entire course. In order to progress to the next nursing course, the entire course must be repeated with a minimum of “C” in the lecture portion of the course.
2. Competency exams may also be required in course/levels in order to progress in the curriculum.
3. The nursing program must be completed within three (3) years of admission. Failure to successfully complete the program within in three (3) years will result in dismissal.
4. Refer to the page 36 of College Catalog for college-wide Academic Standing.

Re-Entry for Completion of the Nursing Program:

1. Students may repeat a nursing course only **ONE** time regardless of the grade in that course (D, F, or W).
2. A request to re-enter the nursing program must be submitted at least 3 months prior to the start of the next available offering of the course. All requests and inquiries must be submitted to the coordinator. The student will be responsible for additional tuition and fees.
3. Consideration for repeating a course will be determined once the nursing coordinator receives a letter of intent from the repeating student and there is availability of clinical space within the given course.
4. A student who has sat out for one year due to personal or academic reason will adhere to the student handbook for the year, which he/she is returning.
5. In order to re-enter the nursing program, the student must:
 - a. Submit a letter to the Coordinator for nursing requesting to return.
 - b. Submit a certified background check and negative drug screen once approval has been obtained from the Coordinator for Nursing.
 - c. Have a cumulative GPA of 2.0.

Dismissal from the Nursing Program:

Dismissal from the nursing program will automatically occur for any one of the following reasons:

1. Failure to complete the same nursing course with a grade of "C" or better on the second attempt
2. Two withdrawals or failures (D or F) in the same or two different nursing courses.
3. Failure to progress in the nursing program may include but not limited to the following:
 - a. Combination of two "D" or "F".
 - b. Two Withdrawals "W"
 - c. Any combination of two or greater ("D", "F", or "W") in nursing courses.
 - d. Academic Withdrawal
4. Failure to complete the nursing program within three (3) years of admission.
5. If a student has a positive drug or alcohol screen or refuse a drug screen at any time, dismissal will occur and the student will be ineligible for readmission or re-entry into Southern's nursing program. Refusal of a drug screen at any time implies a positive screen. The result will be immediate dismissal and ineligibility to re-apply.

Reapplication to the Nursing Program:

1. Any student who has failed or withdrawn from any first semester nursing course must reapply to the nursing program. If selected for admission, all nursing courses must be repeated regardless of the previous grade.
2. Regardless of the reason for dismissal from the program, the student(s) who are eligible to reapply, must meet the application requirements, reapply to the program, and are subject to admission requirements for that academic year.
3. The student will only be allowed to be admitted (have a seat) twice in the nursing program.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Community Service

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date adopted: 5/2013 Reviewed and revised 5/8/2017

Purpose:

The goal of the community service requirement is to enable the nursing student to experience a sense of **personal fulfillment while being involved in health related activities and service to the community.**

Definition:

Community Service- services volunteered by individuals or an organization to benefit a community or its institutions intended to be for the common good.

Requirement:

Each academic year, students must complete eight (8) hours of community service activity as specified in the “Procedure”. Completion of this activity is required before grades are posted. Failure to complete this requirement may result in a grade of “Incomplete” (“I”).

Procedure:

1. Upon entering the nursing program, students will be informed of the required community service hours. The coordinator for nursing will approve all community service hours as appropriate. All completed hours will be turned in to the nursing department secretary.
2. Community service must be completed during the appropriate time frame. Extra hours cannot be carried over to the next semester. Incomplete hours from 1st year cannot be completed in the second year.

- **First year-8 hours are required during the first year of school.**
- **Second year-8 hours are required during the second year of school.**
- **Hours obtained during the summer break will be added to the next semester.**

3. Students will be informed of appropriate opportunities for service by the nursing faculty and coordinator of nursing as they become available. However, it is the student’s responsibility to seek out appropriate service opportunities themselves. Examples of appropriate activities are listed below, but are not limited to the provided list. ***Community service activities must be related to civic or health care.***
4. If the student wants to do something not mentioned on the approved list, **the activity must be preapproved by the coordinator for nursing who is responsible for community service.**
5. The Community Service Form (included with this document) should be filled out completely by the student, signed by a representative at the organization where the student volunteered.
6. If the documentation is not complete, the student will not receive credit for the community service.
7. Students are not to perform any nursing skills at any community service activity unless accompanied by nursing faculty.
8. Each community service activity involving physical presence is to be awarded hour for hour. Alternate forms of community service will be awarded as listed below.

Examples of Approved Community Service Projects/Organizations

Activities done through organizations with the goals of health and well-being for the community.	Blood donation: 4 hours for one unit, “double” donation will receive 8 hours.
Walks/runs (or assisting with walks/runs) held to support health care related causes such as Autism, Breast Cancer Awareness, Dignity Hospice, etc.	Health Education/Teaching in organization/agencies.
Participation in a Health Fair.	Volunteer activities for the elderly.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
NURSING COMMUNITY SERVICE REPORT**

STUDENT		SEMESTER AND YEAR		DATE TURNED IN	
DATE	TIME START	TIME END	# OF HOURS SERVED		
EVENT					
LOCATION					
DESCRIPTION OF PROFESSIONAL/COMMUNITY SERVICE					
SIGNATURES:					
STUDENT			EVENT REPRESENTATIVE/PHONE NUMBER		



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Social Media Policy

Program: Nursing

Section: Students

Approved by: Nursing Faculty

Date last reviewed/revised: 8/2/17

Scope/Coverage:

This policy applies to all currently enrolled nursing students and full-time and adjunct faculty members of Southern West Virginia Community and Technical College (Southern).

Social Media are powerful communication tools that have a significant impact on organizational and professional reputations. This policy is inclusive of all types of social media; the absence, or lack of explicit reference to a specific social media site, does not limit the extent of the application of this policy. Where no policy or guideline exists, all currently enrolled nursing students and full-time and adjunct nursing faculty members of Southern should use their professional judgment and take the most prudent action possible.

Definitions:

Social media are defined as media designed to be disseminated through social interaction, created highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn, blogs, Twitter, Facebook, YouTube, and Instagram.

Procedure:

Employees, staff, and students are liable for anything they post to social media sites and may be subject to litigation.

1. Do not post ANY confidential, disrespectful, or unprofessional information about Southern, clinical affiliates, clients/patients, faculty, staff, or students. You must follow the applicable federal policies on privacy and confidentiality. Any confidentiality violation may result in disciplinary action or dismissal from the nursing program. Violations may be subject to discipline from the WV Board of Examiners for Registered Professional Nurses. Postings may result in litigation.
2. Do not post any content that might put Southern, the faculty, staff or students, the program or clinical agencies in a bad light or incite litigation.
3. Respect copyright and fair use.
4. Do not use Southern logos for endorsement.
5. Respect College property.
6. Do not utilize or access social media platforms during clinical hours. Do not utilize cell phones during clinical hours.

Best Practices

- **Think twice before posting.**
- **Once you post, you relinquish control of its proliferation forever.**
- **Be respectful.**
- **Remember who the audience is.**
- **Think about what may be implied or inferred from the post.**



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Classroom Attendance Policy

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date last reviewed/revised: 8/2/17

Purpose

One hundred percent (100%) attendance is expected. It is further expected that every student will be present on time and prepared to participate when scheduled class sessions begin.

Definitions

Absence: Arriving more than 15 minutes after the start of a lecture day or not arriving at all.

Tardiness: Arriving up to 15 minutes late for a lecture day.

Policy Statement

- It is expected that all students attend each classroom session. 100% attendance is expected. Failure to attend class may result in failure of the course. Attendance will be taken at each class session. Absences have been shown to reflect in the student’s proficiency.
- There will be no makeup of classroom activities/quizzes.
- Absence and tardiness will be handled at the instructor’s discretion and as stipulated in this handbook.
- Any student who does not attend the first week of class in any semester may be dismissed from the nursing program.
- If the student is tardy for class, he/she must wait until the first break to enter the classroom. Tardiness is defined as entering the classroom up to 15 minutes after the announced starting time. It has been noted that interruptions can disrupt the teaching/learning process.
- Students absent from classroom lecture may be required to submit an assignment related to lecture content for the missed day at the discretion of the instructor. It is the responsibility of the student to contact the instructor within 24 hours for the assignment. Please refer to individual course syllabi.
- The course syllabi will describe the outcome of the absence and/or tardiness on the course grade and/or the ability of the student to continue in the course.
- Classes (didactic portion of the course) are only cancelled by the VP of Academic Affairs.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Classroom Requirements Policy

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date last reviewed/revised: 02/2017

Written Assignments

- Handwritten assignments must be in blue ink and must be legible.
- White out is not allowed on any assignment. If you make a mistake, the process is the same as on a legal document.
- All work must be submitted on forms provided in course syllabi or in designated software.
- Assignments are individual work, unless specifically indicated as “group assignments” by the instructor.
- It is suggested students keep work to themselves. Sharing can lead to cheating, and result in failure of course. (Do not give anyone your work or accept work from anyone.)
- All paperwork must be completed. **Blanks or omissions are not allowed.**
- All assignments are to be turned in promptly at the designated time. This rule applies to **all** students.
- The student must complete assignments by the date indicated on the course calendar or as stated by the instructor. If an assignment is late or not turned in at the appropriate time, the student will receive a grade unsatisfactory “U” for the assignment but the assignment must still be turned in to the instructor who assigned the work for evaluation.
- **All work, regardless of being “on time” or “late” must be turned in to complete the course, or the student will receive an Incomplete for the course.**

Class Etiquette

- Student/Instructor Conferences: It is the responsibility of the student to keep abreast of his/her own progress and initiate student/instructor conferences as he/she deems necessary at any time prior to final evaluation.
- It is the **student’s responsibility** to maintain awareness of their grade average.
- Calendars are subject to change at the discretion of the instructors.
- Electronic devices are limited for education use in designated areas only.
- Any recording occurring during the classroom or clinical experience is used for educational purposes only.

- Each student will be required to follow the Nursing Program Code of Conduct for the learning environment.
- Sleeping in class and talking during class will not be tolerated.

Exams

- If the student misses a unit exam, the instructor or nursing secretary must be notified before the absence occurs. The student is responsible for contacting the instructor within twenty-four (24) hours to schedule a make-up exam.
- Make-up exams may or may not be given and will be arranged at the instructor's discretion. If an exam is given, an alternate form of an exam may be administered. Failure to comply with these rules concerning make-up of exams will result in a zero (0) for the exam.
- After the first make-up exam, the grade for any subsequent make-up exam will be cut 10% of the total points possible. In any case an alternate form of the exam may be given.
- Unannounced quizzes/classroom activities may be given at the discretion of the instructor. Quizzes/activities will not be made up.
- More than one classroom absence in any given unit(s) will result in the loss of three (3) points on the respective unit exam(s). Each individual case may be reviewed as deemed necessary by the instructor and/or nursing faculty.
- The use of calculators will be permitted during exams or quizzes unless otherwise specified by your instructor.
- In most instances, grades will be posted electronically within one week following completion of the exam.
- The student will have the opportunity to review an exam key upon completion of the exam or as stated by the instructor.
- **Review of Exam:** If the student fails an exam, he/she will have the opportunity to review the exam no later than one (1) week after grades are electronically posted. The student will be required to make an appointment with the instructor to review the exam. Review of exams will take place in an area designated and monitored by a faculty member. Students will not be allowed to take notes from the exam being reviewed. Exams will be reviewed in a timely manner. Failure to comply with this policy will be construed as academic dishonesty. See college catalog and nursing handbook for policies on Academic Dishonesty.

Exam Validation

Every effort will be made on the part of the instructor to use reliable and valid exam questions. Each test will go through a validation process. If one-third of the students taking the exam get a question wrong, the instructor will take the question to the faculty for a peer review of the question. If the faculty determines an error of fact within the question has occurred, the question will be nullified, lowering the weight of the exam.

If a question is nullified and the student gets the question right, the student's score will actually go higher. If the student gets the question wrong it will not hurt the grade but will result in a higher percentage score.

No points will be taken away when any question has been validated and nullified. Grading will always err in the student's favor.

Remediation Policy

Remediation of didactic exams will be determined by course being taught. Please refer to course specific syllabi.

Course/Instruction Evaluation Policy

Each Nursing Course, Nursing Instructor and Clinical Facility will be evaluated by the students during or at the end of each academic term.

Achievement/Competency Exams

Achievement/competency exams are an indicator of student learning of nursing concepts, science, and application. Students are **required** to take achievement/ competency exams in nursing courses as indicated by individual course syllabi. An achievement or competency exam may be given in any course. Required passing score, if any, and assigned remediation if failed, is announced in the course syllabi. ***Students are responsible for any and all fees associated with testing.***



***Southern WV Community & Technical College -
Nursing program***

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

ATI Standardized Assessment Testing and Progression Policy/Procedure

Program: Nursing

Section: Curriculum

Approved by: Nursing Faculty

Date adopted: 12/01/10, **Reviewed:** 05/13,
Revised: 08/15, **Revised:** 01/17, **Revised:** 05/17

The following policy describes the use of the Assessment Technologies Inc. (ATI) Comprehensive Assessment and Review Program (CARP) as a component of progression and graduation from the nursing program at Southern WV Community & Technical College. This policy 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.

Definitions

ATI’s Comprehensive Assessment and Review Program (CARP) - a focused remediation resource that is threaded throughout the nursing program. This comprehensive learning solution offers remediation on each test and ties directly back to the NCLEX®. To address diverse learning styles, this program offers multiple remediation tools, including traditional and online reading materials, videos, practice assessments and Internet resources.

The Comprehensive Assessment and Review Program is also an academic measuring tool which identifies potential problems for early student intervention. It also saves time for the student by offering individual remediation only where needed. Program benefits include focused remediation and customized testing.

Policy Statement

- ATI Practice Assessments, Proctored Assessments, Learning System tests and other review materials online will be scheduled throughout the curriculum. See ATI Assessment Placement Plan (attached).
- Practice Assessments may or may not be graded. That decision is up to the Faculty of the courses they are assigned (Refer to each course syllabus).
- Proctored Assessments will be graded **as indicated in individual course syllabus**. Earned values on the Proctored Assessments will be based on ATI's ratings of Levels 3, 2, 1, 0.
 - **Any appropriate exclusions will be stated in each course syllabus.**
 - If a student achieves Level 3 or Level 2 on a Proctored Assessment, points will be applied to the student's final exam score. A Level 3 score will result in 3 points being added to the final exam score; a Level 2 score will result in 2 points being added to the final exam score.
 - A Level 1 or Level 0 score will result in 0 points being added to the final exam score. **The student who achieves a Level 1 or Level 0 must remediate on line for a minimum of 60 minutes in the focused review module and document 3 critical points for each topic to review with resources cited along with page numbers.**
 - Repeat Proctored Assessments **may be** required after remediation.
 - The student that improves their score to a Level 2 or higher will receive 1 point to be added to the final exam score.
 - **Failure to complete the prescribed remediation, if required, by the assigned date will result in failure of the course.**

ATI Exit Exam

A comprehensive exam will be given at the conclusion of the nursing program as a means of predicting success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students are permitted three (3) opportunities to achieve a 96% predicted probability of passing the NCLEX-RN on the comprehensive predictor. All nursing courses must be successfully completed in order to be eligible to take the ATI Exit Exam and the NCLEX-RN exam.

Successful performance on the proctored ATI Exit Exam, defined as 96% predicted probability of passing the NCLEX-RN, is a course requirement in Nursing 245: Professional Nursing and Health Concepts.

Failure to achieve 96% predicted probability of passing the NCLEX-RN on the first attempt of the proctored ATI Exam will result in a grade of "Incomplete" in Nursing 245: Professional Nursing and Health Concepts.

Prior to a second attempt to achieve 96% predicted probability of passing the NCLEX-RN , the student will be required to:

- Meet individually with the coordinator within 24 hours of 1st attempt failure.
- Develop a “remediation plan” based on the review of the exam results.

Upon successful completion of the remediation plan, a second proctored exam will be scheduled.

If a 96% predicted probability of passing the NCLEX-RN is not achieved on the second proctored ATI Exit Exam, the grade of “I” for NU 245 will remain. A third attempt must be completed prior to the beginning of the fall semester of the current calendar year.

Prior to a third attempt to achieve the 96% predicted probability of passing the NCLEX-RN , the student will be required to:

- Meet individually with the coordinator within 24 hours of 2nd attempt failure.
- Develop a “remediation plan” based on exam results and identified areas of weakness.
- Complete a comprehensive review program that has been approved by the Coordinator.
- Documentation of successful completion of this review must be submitted to the Coordinator prior to scheduling the third attempt.

Failure to be successful on the third attempt of the proctored ATI Exit Exam will result in a course failure “F” in Nursing 245: Professional Nursing and Health Concepts.

The unsuccessful student must repeat NU 245 and audit the theory portion of NU 244 at the next available offering. While auditing NU 244, the student must adhere to attendance policies of the course.

A request to reenter the nursing program must be submitted at least 3 months prior to the start of the next available offering of the course. All requests and inquiries must be submitted to the coordinator.

The student will be responsible for additional tuition and fees.

If a second attempt at NU 245 is unsuccessful, the student will be ineligible to progress and must reapply for admission to the program as a beginning student

Southern WV Community and Technical College

ATI Assessment Placement

ASSESSMENT TESTING	NU 132 Drug Dosage and Calculation I	NU 133 Health Assessment and Diagnostics	NU 134 Introduction to Nursing Concepts	NU 142 Drug Dosage and Calculation II	NU 144 Nursing Concepts and Health and Illness I	NU 234 Nursing Concepts and Health and Illness II	NU 244 Synthesis of Nursing Concepts	NU 245 Professional Nursing and Health System Concepts
PRACTICE			Self-Assessment Inventory		Mental Health Nursing	Adult Medical Surgical Nursing	Pharmacology	Leadership
PRACTICE			Fundamental of Nursing			Maternal Newborn Nursing	Nursing Care of Children	Comprehensive Predictor
PRACTICE					Targeted MS Review Modules	Targeted MS Review Modules	Targeted MS Modules Adult MS Nursing	
PROCTORED	Fundamental Drug Dosage		Critical Thinking Entrance	Medical-Surgical Drug Dosage	Mental Health Nursing	Nutrition	Adult Medical Surgical Nursing	Leadership & Community
PROCTORED			Fundamental of Nursing	Mental Health Drug Dosage		Maternal Newborn Nursing	Pharmacology	Comprehensive Predictor
PROCTORED							Nursing Care of Children	Critical Thinking Exit

**All courses may utilize custom assessment practice and proctored exams as per course syllabus.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Clinical Readiness Policy

Program: Nursing

Section: Students

Approved by: Nursing Faculty

Date last reviewed: 8/2/17

Purpose

The purpose of the clinical readiness policy is to describe the conditions under which the student is equipped to safely enter a client care environment. The student must be able to perform physically demanding activities and maintain a safe client care environment.

Definition

Clinical readiness is the term to describe the student who has met all the established requirements to enter clinical facilities without posing a threat to themselves or others. These requirements are outlined on the Application for Admission to the Nursing program and in this policy.

Rationale

Clinical facilities partnering with Southern WV Community and Technical College must maintain and ensure the health of their employees and the protection of the public. All students entering the Nursing program must meet identified health and safety requirements to be in compliance with clinical facilities, Southern’s Nursing program, and with the West Virginia Code for Registered Professional Nurses.

Admission and Progression Requirement

1. Initial background checks and drug screens, must be completed by date assigned by the nursing coordinator. Failure to comply will result in denial of admission to the nursing program.
2. On admission to the nursing program the student must provide the following to the nursing coordinator by assigned date.
 - a. a physical examination by a licensed health care provider. The physical exam must deem the student fit for clinical experience.
 - b. documentation of immunizations, titer results, and negative TB (tuberculin) testing (PPD) or QuantiFERON blood test.
 - c. a current signed CPR (MUST BE American Heart Association – Basic Life Support (BLS)) card. NO EXCEPTIONS.

3. If a student fails to submit these documents by assigned date, he or she will not be allowed to start the Nursing program in the fall semester.
4. Falsification/omissions of any information from the health exam will result in dismissal from the program.
5. Before entering a clinical facility, the student will complete the necessary HIPPA and Universal Precautions training.
6. Students will follow the annual influenza vaccination policy set forth by the clinical facilities. In the event the student is unable to take an annual influenza vaccination, they must be in compliance with the facility policy for rendering care to clients without a vaccination. The inability to attend clinical assignments will result in failure of the course.
7. If at any time there is a change in a student's health status, i.e., a new diagnosis, pregnancy, injury, a new medication, etc., the student must inform his/her advisor and instructor(s) as soon as possible. A written release from their health care provider stating complete ability to participate in clinical rotations will be required in order for the student to continue in the course.
8. Any medication changes must be disclosed to the student's advisor as soon as possible. The student will not be allowed to attend clinical rotations until the documentation is provided. Please refer to this nursing handbook for clinical attendance policy.
9. Immunization status and CPR certification must be current and valid for the duration of the nursing program. It is the nursing student's responsibility to see that these are up-to-date. Failure to comply by the designated date will result in the student's inability to attend clinical rotations and will result in an unsatisfactory for each clinical day missed. The information shall be housed in the Nursing Department in student files and on the shared drive under Nursing Department.
10. Monthly review of student files for completeness will be the responsibility of the Nursing secretary. Any expired CPR cards, PPDs, or incomplete data will be forwarded to the student's advisor and then to the student. Failure to correct deficiencies will result in the student's inability to attend clinical rotations and will result in an unsatisfactory for each clinical day missed.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Immunization Policy

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date last reviewed: 8/2/17

Purpose:

The purpose of the Nursing Immunization Policy is to ensure students are physically free of and relatively safe from common communicable diseases.

Scope:

Students enrolled in nursing courses

Responsibility:

Review of student files for completeness will be the responsibility of the Nursing Coordinator, nursing secretary and faculty. Inadequate or incomplete data will be forwarded to the student’s advisor and then to the student. Failure to correct deficiencies will result in the student’s inability to attend clinical rotations and will result in an unsatisfactory for each clinical day missed.

Measles (Rubeola), Mumps, Rubella.

ONE of the following is required:

1. All students born after December 31, 1956 are required to have medically signed proof of TWO properly administered immunizations.

OR

2. Immune titers for measles (rubeola), mumps, rubella.

For women of childbearing age, rubella immunity should be determined. If there is no evidence of immunity, vaccinations are recommended. Pregnant women, who do not have evidence against immunity, should receive MMR vaccine upon completion or termination of pregnancy.

Varicella/Chicken Pox Immunity

ONE of the following is required:

1. Varicella titer that indicates immunity, if the student has a history of varicella (chicken pox) infection.
- OR**
2. Two doses of varicella immunization is indicated if there is no history of the disease or if the varicella titer is negative. Recommended interval is per CDC guidelines (usually 4-8 weeks between doses).

For women of childbearing age, varicella immunity should be determined. If there is no evidence of immunity or current pregnancy, vaccination is required by the nursing program.

Pregnant women, who do not have evidence against immunity, should receive varicella vaccine upon completion or termination of pregnancy per CDC guidelines and health care provider recommendation.

Hepatitis B Immunization

ALL students are required to provide documentation from their health care provider of HBV vaccination (3 doses per CDC guidelines).

The first two doses of the three dose series are required prior to start of classes.

Completion of the series with a 3rd dose and documentation of immunity by titer must be provided to continue in clinical agencies.

A positive Hepatitis B titer without proof of vaccine dates is accepted.

AND

1. The Hepatitis B titer should test for anti-HBs or HBSAB (HBV surface antibodies). Recommend 1-2 months after completion of the vaccination series.
2. A copy of the titer report must be submitted to the nursing department.
3. Those who do not seroconvert should be revaccinated per CDC guidelines for Healthcare Workers with the titer repeated 1-2 months after the last immunization. If after a second series/immunizations, titer remains less than immune, documentation from a health care provider that states the student did not seroconvert (is a non-responder) is required to continue with clinical courses.

Tdap

Students must submit a valid Tdap that has been received as an adolescent (age 11-12) or adult.

Influenza Vaccination

Annual vaccination against influenza is required in health care facilities. If a student does not receive proper flu vaccination, some facilities may not allow the student to attend clinical or may require the student to adhere to agency policies regarding non-immunization while inside the facility. Inability to complete assigned clinicals will result in failure of the course.

OTHER

TB Skin Tests

Students are to have an annual TB skin test (PPD).

Students with a known history of a positive TB skin test or who are unable to take a TB skin test must provide documentation of the results of a recent chest x-ray. The chest x-ray must be done within a 2-year period and updated as necessary.

A QuantiFERON blood test will be accepted.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Latex Sensitive/Allergy Policy

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date last reviewed: 8/2/17

Purpose

To provide safety and prevent injury for those individuals with latex sensitivity.

Scope

Pertains to all students and faculty.

Responsibility

Students are responsible for

- providing accurate allergy history to staff and faculty.
- preventing and/or limiting their exposure to latex in laboratory/clinical situations
- understanding that 100% prevention of exposure to latex in any laboratory/clinical situation may not be possible and that they may experience a life threatening allergic reaction.
- Discussing prevention and treatment for life threatening allergic reactions.
- Deciding with their health care provider if an allied health career is possible.

Staff and faculty are responsible for:

- Providing non-latex gloves or supplies upon request in the laboratory setting.
- Responding to life threatening events by notifying first responders in a timely manner.
- Maintaining the safety for other students, staff or faculty.



***Southern WV Community & Technical College -
Nursing program***

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Laboratory/Clinical Attendance Policy

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date last reviewed: 8/2/17

Policy Statement:

One hundred percent (100%) attendance is expected for all laboratory/clinical experiences. Refer to each course syllabi for pass/fail grading evaluation.

To report laboratory/clinical absence students must call the assigned clinical site prior to the start of the clinical day and notify the instructor before the end of the clinical day. Failure to call may be considered abandonment of client and may result in dismissal from the program.

Definition of Absence: Arriving more than 15 minutes after the start of assigned clinical day or not arriving at all. Absence will result in an unsatisfactory “U” grade on the appropriate or corresponding section of the clinical grading.

Tardiness is defined as arriving up to 15 minutes late for an assigned laboratory/clinical day. With the third tardy, and thereafter all tardy days will result in an unsatisfactory “U” in the appropriate or corresponding section of the clinical grading.

Snow/Flood Policy

At any time, transportation to clinical facilities may be impeded by inclement weather. If Southern classes are canceled, then the clinical day is canceled, but will be required to be made up. Faculty will develop a make-up plan and notify students.

If any individual instructor is unable to get to a clinical facility due to snow/flood, then he/she will notify his/her clinical group of the lab/clinical cancellation. Make-up of lost clinical time will be required.

Please refer to Southern’s college catalog/student handbook pg. 228 for information on Inclement Weather and Emergency Situations- College Policy SCP- 1435

Travel

Clinical experiences are held in a variety of health care agencies. Although clinicals have historically been held during the day, other time frames may be required when necessary. Students are solely responsible for transportation to and from the college and health care agencies utilized for classroom and clinical experiences

Abandonment of Clients

Abandonment may include, but is not limited to:

- Leaving the unit without permission.
- Not attending any **clinical rotation** without good cause, or without proper notification.

Students who abandon their clients will be immediately dismissed from the course and will receive a failure for that course and/or dismissal from the program. The student nurses' actions will also be reported to the West Virginia Board of Nursing.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Clinical Dress Code

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date last reviewed: 8/2/17

The Southern West Virginia Community and Technical College School (Southern) of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. While in uniform, the student must be clean, neat, pleasant, and reflect good health. Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical and will receive an unsatisfactory clinical day for each incident.

Procedure:

The Southern student nurse uniform may only be worn while participating in scheduled clinical/campus laboratory/school scheduled activities.

- 1) Students are expected to come to the clinical area in full uniform. Full uniform includes:
 - a) A pressed and freshly-cleaned uniform
 - b) Hems of uniform bottoms must clear the floor
 - c) Neutral colored undergarments
 - d) White or black socks to correspond with shoe color. (full length white hose will be worn with a dress or skirt uniform)
 - e) Clean white or black shoes and shoelaces
 - f) 5 ½ inch bandage scissors
 - g) A plain stethoscope (fabric stethoscope covers are not permitted)
 - h) Watch with a second hand (digital watches are not permitted)
 - i) Appropriate writing utensils to be used for documentation
 - j) Student name tag on tunic shirt at a level above the waist
 - k) Solid black long sleeve undershirts may be worn to cover tattooed areas.

- 2) The full uniform for the female consists of:
- Two (2) sets of uniforms (2 white scrub tops and 2 black scrub pants or skirts)
 - Two (2) black polo shirts with school logo to be worn with khaki pants or skirt
 - White hose/socks or black socks if wearing black shoes
 - White clinical shoes (Solid white leather or vinyl tennis shoes with white shoe laces qualify as clinical shoes) or black leather shoes with black shoe laces.
 - Southern student ID Name Badge
 - One (1) lab jacket with school emblem

- 2) The full uniform for the male consists of:
- 2 sets of uniforms (2 white scrub tops and 2 black scrub pants)
 - Two (2) black polo shirts with school logo to be worn with khaki pants
 - White socks if wearing white shoes or black socks if wearing black shoes
 - White clinical shoes (Solid white leather or vinyl tennis shoes with white shoelaces qualify as clinical shoes) or black leather shoes with black shoe laces.
 - Southern Student ID Name Badge
 - 1 lab jacket with school emblem

3) The black polo shirt embroidered with the Southern logo and khaki pants are to be worn while in attendance at select clinical labs and scheduled activities.

The student's black polo shirt, lab jacket and name pin is to be worn with khaki pants/skirt when researching assignments in the hospital.

4) The female dress uniform may not be shorter than at the knee. The female tunic length for pant uniforms should be level with the pants inseam. The male tunic length should cover the back pockets of the pants.

5. Uniform shoes must be worn during the clinical experience. Shoes must be white or black, low-heeled, and clean. They must have a closed toe, closed heel and have a soft-sole. Canvas or mesh shoes, sandals, and flip flops are unacceptable.

6) All students are required to maintain high standards of personal cleanliness. The student must report to clinical well-groomed with clean hair, clean teeth and fresh breath and absent of bodily odors. Deodorant/antiperspirant is a must. Students are not permitted to wear perfume, after shave, colognes, body sprays or heavily scented soaps in the clinical area. Makeup should conform to general body tones avoiding extreme colors. Severe skin problems must receive medical treatment.

7) Hair must be confined neatly out of your face. Hair color and style must be appropriate for the professional healthcare environment. If below collar length, it must be PINNED UP and SECURED (this also includes males). Plain, inconspicuous neutral colored hair restraints may be worn. Bows, ribbons, or bandanas are not permitted. Facial hair must be neatly groomed and relatively close to the face to avoid contaminating the work environment.

8) Fingernails must be kept short and smoothly filed so they do not extend beyond the ends of the fingers. Nail polish is not allowed. No artificial or acrylic nails are permitted in any clinical facility.

9) All tattoos must be covered at all times during the clinical experience. If the tattoo is in an area that cannot

be covered with clothing, it must be covered by a bandage unless it would impact infection control.

10) Jewelry is limited to plain wedding bands. Rings with stones are not permitted and are an infectious risk to the patients and to you and your family members.

Students may wear single stud earrings. Piercings of any area must be removed prior to the clinical experiences and/or not be visible to the public.

11) NO tobacco use is permitted at clinical facilities. Any violation of any clinical facility policies will warrant disciplinary action and/or possible dismissal from the nursing program.

12) While in any Southern nursing clinical attire, no alcohol consumption will be permitted. Any violation will be grounds for immediate dismissal.



Southern WV Community & Technical College - Nursing program

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Laboratory/Clinical Policy

Program: Nursing

Section: Students

Approved by: Nursing Faculty

Date last reviewed: 8/2/17

Purpose

The purpose of the Laboratory/Clinical Policy is to describe the clinical environment and to delineate and clarify goals, outcomes and responsibilities in the laboratory/clinical setting.

Scope

Faculty, students, and staff

Clinical Rotation Assignments

Students admitted to the nursing program are assigned to clinical sites. To fulfill course objectives and meet student learning outcomes, clinical sites are located throughout West Virginia. The availability of sites is based on a contractual agreement between the facility providing the clinical experience and Southern West Virginia Community and Technical College.

Assignments to clinical sites will be publicized in advance. Students are responsible for all financial obligations, including travel to the assigned site.

Each clinical site has the right to terminate their affiliation with the College or refuse clinical access to a student. Reasonable effort will be made to provide an alternative assignment. Such a clinical assignment is not guaranteed and the student's completion of the curriculum may be delayed or may not be possible.

Adequate rest is required before beginning a laboratory/clinical day. Working 8 hours prior to the beginning of any clinical day is considered unsafe and is not permitted. If such occurs the instructor reserves the right to dismiss the student from the laboratory/clinical and a grade of unsatisfactory will be given for the clinical day. If client safety is compromised, the student may be dismissed from the program.

Liability Insurance

Students are currently provided liability insurance coverage under the State of West Virginia's professional liability insurance program. However, if a student is employed outside the college setting, the student is not covered by the State of WV liability insurance and is encouraged to purchase their own liability insurance.

Clinical Performance Evaluation Tool

Clinical performance evaluation is a continuous, ongoing process designed to assist the student with the identification of strengths and areas of needed improvement. Clinical performance evaluation includes an assessment of the student's performance both in the Nursing Laboratory and in the Clinical setting. The clinical performance evaluation is built on and integrates all the student course learning outcomes into clinical behaviors as outlined in the course description. The primary goal of evaluation is to foster change in the direction of continuous progress for the learner. The student is encouraged to discuss his/her performance with the instructor and to seek out the instructor's help and support.

A clinical evaluation occurs with each clinical experience as well as all assigned clinical paperwork. The student is expected to progress with each clinical experience and from one nursing course to another. Failure to progress clinically may result in clinical failure prior to the end of the semester. Performance will be rated as either Satisfactory or Unsatisfactory. Evaluation tools are individual to each course. See course syllabi. The following Key will be utilized:

S: Satisfactory: The clinical objectives or Course Student Learning Objectives (CLSO) were met by the student. Clinical performance is safe and the student meets all critical behaviors. (Each critical behavior must be met at all times and is designated by * on the Clinical Performance Tool)

U: Unsatisfactory: The clinical objectives or Course Student Learning Objectives (CLSO) were not met by the student **OR** the student was absent from the clinical or lab assignment **OR** one or more critical objectives were not met.

NA: Not applicable: This clinical objective or Course Student Learning Objectives (CLSO) is not applicable to the student during the clinical experience being evaluated.

In order to obtain a satisfactory grade for Laboratory/Clinical Performance, the student must meet the following criteria:

Pass:

- 2 or less unsatisfactory clinical performances
- 2 or less unsatisfactory clinical paperwork/documentation
- 3 or less unsatisfactory combination of clinical performance and clinical paperwork/documentation.

Fail:

- 3 unsatisfactory clinical performances
- 3 unsatisfactory clinical paperwork/documentation
- 4 unsatisfactory combination of clinical performance and clinical paperwork/documentation.

The student will be clinically evaluated utilizing the list of Course Student Learning Outcomes (CSLO) and objectives pertinent to the course (see Syllabi for specific CSLOs)

Definition of Unsafe Clinical Practice

Unsafe clinical practice shall be deemed to be behaviors demonstrated by the student which threaten or violate the physical, biological or emotional safety of the patient(s) assigned to his/her care. The following examples serve as guides to these unsafe behaviors but are **NOT TO BE CONSIDERED ALL INCLUSIVE**.

Physical Safety

Unsafe behaviors: inappropriate use of side-rails, wheelchairs, other mechanical equipment; lack of proper protection of the patient which potentiates falls, lacerations, burns, etc.; performs nursing actions not yet authorized, lack of preparation for clinical day; fails to seek help when needed.

Biological Safety

Unsafe behaviors: fails to recognize violations in aseptic technique, violates “10 rights” in medication administration, comes to clinical unwell, performs nursing actions without appropriate supervision, fail to seek help when needed.

Emotional Safety

Unsafe behaviors: threatens or makes patient fearful; provides patient with inappropriate or incorrect information, performs nursing actions without appropriate supervision, fail to seek help when needed, demonstrates unstable emotional behaviors.

Unprofessional Practice

Unprofessional practice (include but are not limited to): Verbal and non-verbal language, actions or voice inflections which compromise rapport or working relations with patients, family members, staff or physicians, may potentially compromise contracted agreements and/or working relations with clinical affiliates or constitute violations of ethical/legal standards.

1. The clinical component for this course must be passed for progression to the next nursing course. If a passing grade is not achieved on the “Student Clinical Performance Evaluation” tool, a grade of “F” will be received for the entire course
2. If a client is harmed directly by the student's action or inaction, the student will be dismissed from the program at that time.
3. All clinical grade decisions relating to student's written work, knowledge regarding client condition, accountability and responsibility, etc. are made at the discretion of the clinical instructor and the nursing faculty.
4. **If a student presents for clinical unprepared to give the patient care, the instructor will require the student to leave the clinical area and this will count as an unsatisfactory clinical day and will result in a grade of “U” for the day.**
5. **Failure to notify the clinical area and/or the instructor prior to the clinical time for an absence will result in an unsatisfactory grade (U) for the clinical day.**
6. An unsatisfactory clinical grade (U) will be given for any action (or lack of action) that creates an unsafe environment for, or endangers, the patient.

CLINICAL EVALUATION COMPONENTS

Professional Behaviors: Actions expected of all nurses and nursing students, which reflect the values, rules, and practices of nursing. These must be demonstrated throughout each course and throughout the program.

Skills Performance Examination: The student’s demonstration of the ability to meet the critical elements of selected skills under the observation of an examiner.

Required Course Assignments: These are additional learning activities assigned by course faculty. Submission of completed materials by the assigned date is considered a Professional Behavior.

Clinical paperwork: A written document, in which the student assesses the patient's needs, develops a plan of nursing care, implements the plan, evaluates and modifies the plan based on the patient's response to the care given. The ability to write the nursing plan of care will be demonstrated per course requirements.

CRITICAL BEHAVIORS

The following behaviors have been determined to be Critical Behaviors. Students receiving a “U” in any of these areas will receive a “U” for the entire clinical day. Students are expected to be able to perform these

critical behaviors at all times and without exception.

Confidentiality: Students are expected to maintain privacy and confidentiality of patient information following HIPPA guidelines at all times.

Preparedness: Students are expected to arrive to clinical experiences prepared to perform assigned duties or skills. If a student presents for clinical unprepared to give the patient care, the instructor will require the student to leave the clinical area and this will count as an unsatisfactory clinical day and will result in a grade of "U" for the day.

Professionalism: Students are expected to demonstrate respect for peers, instructors, and other health care providers at all times. Students must be able to accept constructive criticism and maintains self-control in all situations. Students should practice within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice. Please also refer to the previous section titled, "Unprofessional Practice."

Timeliness: Students are expected to arrive on time to all clinical and laboratory experiences. Clinical attendance is required in order to meet clinical objectives each day. To report laboratory/clinical absence you must call the area where clinical is being held prior to the start of clinical day and notify the instructor before the end of the clinical day. If in a hospital setting, failure to call may be considered abandonment of client and may result in dismissal from program. Tardiness will not be tolerated and will be dealt with using the following criteria.

- One tardy is arriving up to fifteen 15 minutes late for the laboratory/clinical experience.
- Three (3) tardy days equals one (1) unsatisfactory day.
- Each subsequent tardy after the third one constitutes a "U" (unsatisfactory).
- Arriving greater than 15 minutes late for the laboratory/clinical experience constitutes an unsatisfactory for the lab/clinical day.

Clinical Performance Evaluation Tools (CPET)

Clinical performance evaluation tools are specific to course and level of performance. Refer to individual course syllabi.

Skills Sign Off List

Each week the student will bring the skills check list to the lab/clinical area. The instructor will update the list as skills are successfully performed in the lab and clinical setting. The student is responsible for maintaining the list for the duration of the program. At the completion of the program, the student is to submit the skills check list to their faculty advisor. Failure to do so may result in an Incomplete (I) for the course.

The student must demonstrate satisfactory performance of laboratory skills prior to performance of skill in a clinical setting. Should the student be unable to successfully complete the skill, the student will be given the chance to remediate 1 additional time with a second instructor prior to receiving a "U". Clinical skills must still be mastered prior to performance in a clinical setting. Therefore, repeated inability to perform clinical skills in the lab setting will result in failure of the course.

If a student fails either the didactic or laboratory/clinical portion of the course, the student fails the entire course.

The student should refer to each course syllabi for specific guidelines on the clinical evaluation grading scale as it refers to categories, CSLOs, laboratory/clinical days, and pass/fail of the course.

Skills Sign off List

Student Name _____

SOUTHERN WV COMMUNITY & TECHNICAL COLLEGE NURSING PROGRAM SKILLS SIGN-OFF LIST

	NURSING LAB SIGN OFF			CLINICAL AREA SIGN OFF		
	DATE	INSTRUCTOR	STUDENT	DATE	INSTRUCTOR	STUDENT
NU 134						
LAB 1						
Electronic Health Record (EHR)						
LAB 2 (Developing a Concept Map)						
Nursing Diagnosis						
Client Centered Goal						
Interventions						
Rationale						
Evaluation						
LAB 3						
Hand Hygiene						
PPE						
Standard Precautions						
Don/Remove Gloves						
Don/Remove Mask/Gown						
Care of Isolation Patient						
Removal of items from Isolation Room						
Sterile Gloves						
Sterile Field						
LAB 4						
Complete Bed Bath						
Assist with Bedpan/Urinal						
Back Rub						
Oral Care						
Peri-Care (M&F)						
Occupied Bed						
Serve/Feed a Meal						
LAB 5						
Temperature: Oral, Rectal, Axillary, Tympanic, and Skin						
Pulse						
Respirations						
Blood Pressures						
Warming measures						
Cooling Measures						
Teds/SCD						

	NURSING LAB SIGN OFF			CLINICAL AREA SIGN OFF		
	DATE	INSTRUCTOR	STUDENT	DATE	INSTRUCTOR	STUDENT
LAB 6						
TCDB/Splinting						
Incentive Spirometer						
Pulse Oximeter (apply, care, interpret)						
Apply O2 (mask, cannula, tent, hood)						
Chest PT						
Postural Drainage						
Insert Airways						
Ambu-Bag						
Bulb/Catheter Suctioning						
Mucous specimen trap						
Sputum Culture						
LAB 7						
Transfer Bed/Chair						
Position up in bed						
Position Side-lying						
Logrolling						
Assist with Ambulation						
Crutch Walking						
Passive/Active ROM						
Restraints						
DTR						
Homan's Sign						
Edema						
Apply Ace Bandages						
Assess a Cast						
Position/Handling a Cast						
LAB 8						
Insert Foley						
Remove Foley						
Catheter Care						
Intermittent Bladder Irrigation						
Continuous Bladder Irrigation						
Rectal Tube Insertion						
Fleets Enema						
Cleansing Enema						
Colostomy						
Ileostomy						
Ureterostomy						
Colostomy Irrigation						
Applying Ostomy Bag						
Routine Urine Specimen						

LAB 8 cont'd	NURSING LAB SIGN OFF			CLINICAL AREA SIGN OFF		
	DATE	INSTRUCTOR	STUDENT	DATE	INSTRUCTOR	STUDENT
Midstream Urine Specimen						
Sterile Catheter Specimen						
24 hour Urine Collection						
U-Bag Application						
LAB 9						
Insertion of NG Tube						
Irrigation of NGT						
Collection of Specimen from NGT						
Feeding via NGT						
Removal of NGT						
Care of Gastrostomy/Peg/PEJ Tube						
Feeding via Gastrostomy Tube						
Identification of TPN						
LAB 10						
Obtaining baseline Peri-op Data						
Pre-op Teaching						
Surgical Pain Medication						
Preparing Client for Surgery						
Time Out						
Pre-op Med						
OR Checklist						
Hands off Communication						
Abdominal Binder						
Wet/Dry Drsg						
Drain Care (JP, Penrose, Hemovac, Wound Vac)						
Decubitus Ulcer						
Duoderm Dressing						
Wound Culture						
Throat Culture						
Sitz Bath						

	NURSING LAB SIGN OFF			CLINICAL AREA SIGN OFF		
	DATE	INSTRUCTOR	STUDENT	DATE	INSTRUCTOR	STUDENT
LAB 11						
Intake & Output						
IV Site Assessment						
Identify types of IV fluids and rate of fluids						
D/C IV						
Gown over IV						
LAB 12						
Oral						
Withdrawal from vial						
Withdrawal from Amp						
Draw 2 Meds in Syringe						
Subcutaneous Injection						
Intramuscular						
Z-Track Method						
Nose Instillation						
Optic Meds						
NGT/GT Meds						
Suppositories						
Topical Meds						
Irrigating the Eye						
Irrigating the Ear						
Dosage Calculation						

	NURSING LAB SIGN OFF			CLINICAL AREA SIGN OFF		
	DATE	INSTRUCTOR	STUDENT	DATE	INSTRUCTOR	STUDENT
NU 234						
OB						
Prenatal:						
Knowledge and/or Demonstration						
McDonald's Technique						
Fetal Heart Rate						
Bedside glucose monitoring						
Labor & Delivery:						
Knowledge and/or Demonstration						
Perineal Shave						
Nitrazine Testing						
Postpartum:						
Knowledge and/or Demonstration						
Lochia Assessment						
Episiotomy Assessment						
Perineal Care						
Breast Assessment						
Breast Binder						
Fundus Height Assessment						
Fundus Massage						
Newborn:						
Knowledge and/or Demonstration						
Holding & Swaddling						
Bathing						
Bottle Feeding						
Breast Feeding						
Diapering						
Cord Care						
Eye Prophylaxis						
Bulb Suctioning						
Surgical Hand Scrub						
Assess Reflexes:						
Plantar/Babinski						
Grasping						
Stepping						
Moro						
Startle						
Ballard's Scale						
Head/Trunk/Length Measurement						



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Blood and Body Fluid Exposure Policy

Program: Nursing

Section: Students

Approved by: Nursing Faculty

Date last reviewed: 8/2/17

Purpose

The purpose of this policy is to safeguard the student, staff and faculty from exposure to contaminated blood or body fluid exposure.

Scope

Pertains to all students, staff and faculty.

Responsibility

Students, staff and faculty will follow OSHA Universal Precautions guidelines related to blood and body fluid exposure.

If exposure to blood or body fluids occurs, the student, staff, or faculty must:

- a. Report the blood and body fluid exposure to the instructor or laboratory manager immediately.
- b. Seek appropriate medical attention per OSHA guidelines.
- c. Document the incident and submit documentation to faculty, staff and/or clinical agency.
- d. Inform nursing program coordinator as soon as possible.
- e. Coordinator will discuss the incident with the student and other appropriate persons and document the incident and findings.
- f. Cost of any treatment is the responsibility of the student.



**Southern WV Community & Technical College -
Nursing program**

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Needle Stick Policy

Program: Nursing	Section: Students
Approved by: Nursing Faculty	Date last reviewed: 8/2/17

Needle Stick Policy

All persons participating in teaching and learning in the laboratory settings could acquire a needle stick and must comply with stated guidelines.

Purpose

To prevent trauma and infection with a break in the skin barrier, follow the appropriate protocol for needle sticks.

Scope

All students, staff and faculty

Needles used in the laboratory settings are sterile and pre-packaged. Students are instructed that any practice done using needles is to be done using teaching aides/models as provided.

Disposal of needles/sharps:

- Do not reuse needles/sharps.
- Dispose only in sharps container.
- Never leave needles lying open.
- Never recap a needle

If exposure to a used/dirty needle occurs, the student will:

- Immediately wash the wound/exposed area (except mucous membranes and eyes) with soap and water.
- Apply bandage with antibiotic ointment (except mucous membranes and eyes).
- Mucous membrane or eye exposure, area should be flushed **immediately** with a large amount of water or normal saline.
- Report the needle stick or sharp injury to the instructor, clinical instructor or laboratory manager immediately.
- Notify the nursing program coordinator as soon as possible to discuss and document the incident.
- Seek health care from their physician/clinical or emergency room.
- Cost of any treatment is the responsibility of the student

Required Forms

- Student Information Sheet
- Confidentiality Statement, Professional Code, WV Code & Standards Acknowledgement
- Clinical Affiliate Release
- BON Release
- LRMC Release
- Training Video Verification Sheet (Universal Precautions & HIPAA)
- HIPAA General Awareness Acknowledgement
- Statement of Understanding
- Consent to Photograph or Record Electronically
- Nursing Curriculum
- Background Check and Drug Screen Acknowledgement
- Professional Conduct of Nursing Students
- Standards for Professional Nursing Practice



School of Allied Health and Nursing

P.O. Box 2900 – Logan Campus

Mount Gay, WV 25637

Student Information

Please take a moment to fill out this form. Allied Health and Nursing welcomes you to the program and we want you to know that your information will be kept confidential. Thank you.

Name of Student		
Name: (Please print clearly – LAST, FIRST, MI)		
Date of birth:	Student Number:	County of Residence:
Current address:		
City:	State:	ZIP Code:
Ethnicity: Asian <input type="checkbox"/>	Caucasian <input type="checkbox"/>	African American <input type="checkbox"/>
	Mexican <input type="checkbox"/>	Other <input type="checkbox"/>
Gender: M <input type="checkbox"/> F <input type="checkbox"/>	Home Phone:	Cell Phone:
Age Group: 17-20 <input type="checkbox"/>	21-25 <input type="checkbox"/>	26-30 <input type="checkbox"/>
	31-40 <input type="checkbox"/>	41-50 <input type="checkbox"/>
	51-60 <input type="checkbox"/>	61 and older
Work Phone:	Pager Number:	Other:
Part-time student (Less than 12 hours) <input type="checkbox"/>		
Full-time student (12 or more hours) <input type="checkbox"/>		
Emergency Contact		
Notify in case of emergency:		
Phone(s):		
Relationship to student:		



School of Allied Health and Nursing
P.O. Box 2900 – Logan Campus
Mount Gay, WV 25637

Confidentiality Statement, Professional Conduct and WV Code and Standard of Professional Nursing Practice Statement

Please **initial each statement** and **sign and date** at the bottom.

Confidentiality Statement

_____ It is the obligation of Southern WV Community and Technical College’s Department of Nursing to maintain the confidentiality of all clients’ medical record information and to protect the clients’ right to privacy. As a student of the Department of Nursing, I understand that I am never to discuss or review, for personal purposes, any information from a client’s medical record or information relating to the care and treatment of any and all clients in the clinical setting.

_____ I understand that any violation of any portion of the policies and procedures of the Department of Nursing or the state and federal regulation governing the client’s right to privacy will result in cause for immediate termination as a student in the program of Nursing.

WV Code and Standard of Professional Nursing Practice Statement

_____ I have read and received a copy of the West Virginia Legislative Code for Registered Professional Nurses, (19CSR9), Disciplinary Action, and Standards of Professional Nursing Practice, (19CSR10). I have had an opportunity to discuss and ask questions. I understand the Code and will abide by the rules.

Professional Conduct

_____ The Southern West Virginia Community and Technical College Associate of Allied Health and Nursing programs strongly support the standards of the healthcare profession regarding the need for healthcare students to be persons of good moral character who demonstrate responsible behaviors.

Applicants are advised that their conduct before and after submitting their application to an Allied Health or Nursing program will be considered in the admission process. Conduct derogatory to the morals or standing of the Department of Allied Health and Nursing may be reason for denial of admission or dismissal from the program. Irresponsible behavior or conduct denoting questionable moral character will include, but not necessarily be limited to the following:

- Criminal activities – e.g. DUI, misdemeanors, felonies
- Substance abuse – e.g. manufacture, use, distribution, positive results on drug screen
- Cheating/dishonesty
- Harassment
- Domestic violence
- Discrimination
- Breach of patient confidentiality
- Social networking

Students are advised that their conduct while students both on and off campus could result in dismissal from the program.

NOTE: Disclosure of a criminal record does not automatically disqualify you from admission consideration.

IMPORTANT NOTICE: The State licensing/certification boards may deny eligibility to take licensing/certification examination to individuals who have been convicted of a felony/misdemeanor and persons with drug/chemical dependency.

Student Name – PLEASE PRINT


Student signature

Date

Faculty Witness

Date

Form 2 of 8

	<p>School of Allied Health and Nursing P.O. Box 2900 – Logan Campus Mount Gay, WV 25637</p>
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Authorization to Release Information – Clinical Affiliates

I, _____, hereby authorize SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE to release my comprehensive health examination, any felony/misdemeanor conviction, (or background check), drug screen results (if any) to any of their clinical affiliates upon request. I understand that this information will be utilized to determine if I meet the requirements set forth by these institutions in relation to being eligible to participate in clinical training activities in these clinical affiliates.

I understand I may consult an attorney at my own expense prior to signing this document. A photocopy of this authorization shall have the same force and effect as the original.

Student Name – PLEASE PRINT

Student (Must sign in presence of faculty witness) Date

Date

Faculty Witness:



School of Allied Health & Nursing
P.O. Box 2900 – Logan Campus
Mount Gay, WV 25637

Authorization to Release Information – Board of Nursing

I, _____, hereby authorize SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE to release to the WEST VIRGINIA BOARD OF EXAMINERS FOR REGISTERED PROFESSIONAL NURSES any and all information concerning me. This authorization includes but is not limited to any felony and/or misdemeanor records, medical reports or records relating to my physical, mental, or emotional condition and any treatment rendered to me; any medical or hospital bills relating to my treatment; school transcripts or other records relating to my attendance at any school; employment information, including personnel and wage information; military or government service records; and any records of the West Virginia Workers' Compensation Fund, Social Security Administration, Veteran's Administration, West Virginia Department of Human Services, Department of Labor, or any other agency.

You are requested to cooperate fully with the above party. I hereby waive any privilege I have regarding such information with respect to my attorneys. A photocopy of this authorization shall have the same forced and effect as the original.

Date

Student (Must sign in presence of faculty witness)

Date

Faculty Witness:



School of Allied Health & Nursing
P.O. Box 2900 - Logan Campus
Mount Gay, WV 25637

Authorization to Release Information - Logan Regional Medical Center

I, _____, give Southern West Virginia Community & Technical
(Please print name here)

College's Nursing Program permission to release my name to Logan Regional Medical Center in order that

I may receive immunizations and/or a titer at their specified cost.

Student Signature

Date

Form 5 of 8



School of Allied Health & Nursing
P.O. Box 2900 - Logan Campus
Mount Gay, WV 25637

Training Videos for Infection Control and HIPAA Basic Overview

(TO BE SIGNED ONLY AFTER VIEWING THE TRAINING VIDEOS)

I, _____, hereby certify that I have viewed the Medcom Trainex **“Infection**
(Please print name here)

Control in Healthcare – Introduction and Safe Work Practices” and HIPAA education on, **Confidentiality – How to**
Maintain Patient Confidentiality and HIPAA Regulations” videos. I had discussion on the content of the videos, and an
opportunity to ask questions. I understand Universal Precautions and basic HIPAA rules and will abide by the guidelines.

Date

Student signature

Form 6 of 8



School of Allied Health and Nursing
 P.O. Box 2900 – Logan Campus
 Mount Gay, WV 25637

HIPAA GENERAL AWARENESS

Name: (Please print clearly – LAST, FIRST, MI)	
Date of birth:	Student Number:

As an associate and/or student of healthcare, I understand that I may have access to confidential information including patient, financial, or business information obtained through my association with the company. I understand that one purpose of this agreement is to help me understand my personal obligation regarding confidential information.

Confidential information regardless of media is valuable and sensitive and is protected by law and by strict company policies. The Health Insurance Portability and Accountability Act of 1996 (HIPAA), WV State law and other Federal Regulatory laws requires protection of confidential information contained within a healthcare information system. Inappropriate disclosure of patient data may result in the imposition of fines up to \$250,000 and ten years imprisonment per incident.

Accordingly, as a condition of and in consideration of my access to confidential information, I promise the following:

1. I will not access confidential information for which I have no legitimate need to know to perform my job/function and for which I am not an authorized user.
2. I will not in any way divulge, copy, release, sell, loan, review, gossip or speak in idle talk, alter or destroy any confidential information unless expressly permitted by existing policy except as properly approved in writing by an authorized officer of the company within the scope of my association with the company.
3. I will not utilize another user's password in order to access any system. I will not reveal my computer access code to anyone else unless a confirmed request for access to my password has been made by Information Services and I am able to confirm the legitimacy of the request and the requestors.
4. If I observe or have knowledge of unauthorized access or divulgence of confidential information, I will report it immediately either to my supervisor, the Privacy Officer or the Compliance Hotline.
5. I will not seek personal benefit or permit others to benefit personally by any confidential information that I may access.
6. I will not discuss any information regarding patients in common areas such as elevators and cafeterias snack bars or smoking areas.
7. I will respect the ownership of proprietary software and not operate any non-licensed software on any company computer.
8. I understand that all electronic communication may be subject to internal or external audits.
9. I agree to abide by all company rules and regulations applicable to confidential patient information.
10. I understand that my failure to comply with this agreement may result in disciplinary action, which might include but is not limited to, termination of employment with the company, and/or loss of my privileges to provide services in the company facilities.

By signing this agreement, I acknowledge that I have read or have had read to me and understand that the company has an active on-going program to review records and transactions for inappropriate access and I understand that inappropriate access or disclosure of information can result in penalties up to and including termination of employment and/or legal action.

 Student signature

 Date

Form 7 of 8



School of Allied Health and Nursing
P.O. Box 2900 – Logan Campus
Mount Gay, WV 25637

**Statement of Understanding – (Handbook Policies and Procedures, Withdrawal/Failure
Readmission Statement, Background Check and Drug Screen Procedures**

Please initial each statement and sign and date at the bottom:

_____ I understand that a conviction of a felony or misdemeanor requires documentation with a letter of explanation to the Nursing Department of Southern West Virginia Community and Technical College prior to entering the Nursing Program.

_____ I understand such disclosure does not guarantee that I will be allowed to enter and complete the Nursing Program and any admittance will be provisional.

_____ If I am allowed to enter the Nursing Program, I understand I must also send a copy of the documentation of the felony or misdemeanor (other than parking ticket) with the letter of explanation to the WV Board of Examiners for Registered Professional Nurses at: West Virginia Board of Examiners for Registered Professional Nurses, 90 MacCorkle Ave., S.W., Suite 203, South Charleston, WV 25303

_____ I also understand that a copy of the documentation of the felony or misdemeanor (other than parking ticket) with the letter of explanation to the WV Board of Examiners for Registered Professional Nursing must be provided to the Nursing Department of Southern WV Community and Technical College no later than the first day of class in the Nursing Program.

_____ I understand that even if I complete the Nursing Program, the WV Board of Examiners for Registered Professional Nursing or any other state Board of Nursing may or may not allow examination for licensure as a Registered Professional Nurse.

_____ I have received a current copy of the Nursing Student Handbook and realize that I am responsible for its content. I have read the handbook and have been given an opportunity to discuss its content. I understand that policies and procedures are subject to changes upon notification. I understand if I reapply to the program or repeat a nursing course I will utilize the most current handbook indicated for the course.

_____ I understand that if I withdraw or fail any nursing class (with the exception of the first semester) and plan to return, a letter must be submitted to the Coordinator for Nursing stating my intent to return. The request must be submitted at least 3 months prior to the start of the next available offering of the failed or withdrawn course. Consideration for re-entry into the nursing program is based on availability of clinical space and faculty.

_____ I acknowledge I have received a copy of the Background Check and Drug Screening procedures required by the School of Allied Health and Nursing. Failure to comply with one or all of the items outlined in the document, may result in immediate dismissal from an allied health/nursing program.

Student Name – PLEASE PRINT

Student Signature Date

Date

Faculty Witness Date

Form 8 of 8



School of Allied Health and Nursing
P.O. Box 2900 - Logan Campus
Mount Gay, WV 25637

CONSENT TO PHOTOGRAPH OR RECORD ELECTRONICALLY

I _____ permit Southern WV Community and Technical College to record a photographic image and/or audio or video of me for educational, academic, publicity or advertising purposes throughout the time I attend the nursing program.

I understand that the pictures and recordings belong to the college, and I will not receive payment or any other compensation in connection with the pictures and recordings.

I release Southern WV Community and Technical College from any and all liability that may or could arise from the taking or use of the pictures.

Signed: _____

Name (Please print clearly): _____

Date: _____

I refuse to give permission for the above.

Signed: _____

Name (Please print clearly): _____

Date: _____



School of Allied Health and Nursing
P.O. Box 2900 – Logan Campus
Mount Gay, WV 25637

The **Nursing** Program is designed to prepare graduates to practice as a registered nurse once licensure requirements are met. The Associate Degree Nursing Program prepares students for professional nursing practice while providing a knowledge base for career mobility and further academic study. The program is committed to providing accessible, high-quality nursing education to meet diverse and changing healthcare needs of individuals of all ages in a variety of healthcare settings. The curriculum emerges from the seven core values identified by the National League of Nursing: caring, diversity, ethics, integrity, patient-centeredness, excellence, and holism.

The full Nursing Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer general education/program support courses only.

Nursing Curriculum - 60 Semester Hours

First Year – Fall Semester

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
BS 124	Anatomy and Physiology I	4
NU 132	Drug and Dosage Calculation I	1
NU 133	Health Assessment and Diagnostics	3
NU 134	Introduction to Nursing Concepts	<u>8</u>
		16

First Year – Spring Semester

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
BS 125	Anatomy and Physiology II	4
NU 142	Drug and Dosage Calculation II	1
NU 144	Nursing Concepts of Health and Illness I	9
PY 218	Life Span Developmental Psychology	<u>3</u>
		17

Second Year – Fall Semester

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
EN 101 or 101A	English Composition I	3
	General Education Elective*	3
NU 234	Nursing Concepts of Health and Illness II	<u>9</u>
		15

Second Year – Spring Semester

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
NU 244	Synthesis of Nursing Concepts	9
NU 245	Professional Nursing & Health Systems Concept	<u>3</u>
		12

*Any college-level course not already specified in the program may be used to fulfill the general education elective requirement.

All courses must be completed with a "C" or better in order to progress.

Courses not designated as "NU" **may be** taken prior to entering the Nursing Program. However, taking such courses **does not guarantee** entry to the Nursing Program.

Competency exams may be required in course/levels in order to progress in the curriculum. The Nursing Program must be completed within three (3) years of admission. Failure to complete the program within three (3) years will result in dismissal.

Requests for readmission will be subject to new student admission requirements for that academic year and will require all nursing courses be repeated regardless of the previous grade.

Student Name – PLEASE PRINT

Student signature

Date

School of Allied Health and Nursing
Background Check and Drug Screen Procedure Verification
2017

I acknowledge that I have received a copy of the **Background Check and Drug Screening Procedures 2017** required by the **School of Allied Health and Nursing**. Failure to comply with one or all of the items outlined in the document, may result in immediate dismissal from an allied health/nursing program.

Student Name: (Please Print) _____
Last Name First Name MI

Student Signature: _____ Date: _____

Signature: _____ Date: _____
Program Coordinator or Program Faculty

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." <http://www.wvrnboard.com/>

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.

**TITLE 19
LEGISLATIVE RULE
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.

<http://www.wvrnboard.com/>

Handbook Acknowledgement and Receipt Statement

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

HANDBOOK POLICIES AND PROCEDURES

CLASS OF 2017 - 2019

I have received a current copy of the Nursing Student Handbook and realize that I am responsible for its content. I have read the handbook and have been given an opportunity to discuss its content.

I understand that policies and procedures are subject to changes upon notification. I understand if I reapply to the program or repeat a nursing course I will utilize the most current handbook indicated for the course.

Student's Name – Please Print _____

Student's Signature: _____

Date: _____