



**Virginia Appalachian Tricollege
Nursing Program Student
Handbook
2008-2009**

**Mountain Empire Community College
Southwest Virginia Community College
Virginia Highlands Community College**

Dear Student:

On behalf of the faculty and staff, I welcome you to the Virginia Appalachian Tricollege Nursing Program (VATNP).

The VATNP is a three college nursing program consisting of 69 credits of study. The successful graduate will earn an Associate Degree in Applied Science in Nursing and will be eligible to take the NCLEX RN licensure exam.

Since you may be enrolled through any one of the three colleges which support this nursing program, your basic student handbook will be provided by your college. This program handbook introduces you to information and policies which apply to the nursing program only.

Please feel free to seek additional information or clarification of the information contained in this handbook whenever you have a need to do so.

Best wishes to you for a stimulating and successful experience with the VATNP.

Sincerely,

Kathy J. Mitchell
Dean, Virginia Appalachian Tricollege Nursing Program
Virginia Highlands Community College
Southwest Virginia Community College
Mountain Empire Community College

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Virginia Appalachian Tricollege Nursing Program

General Program Information

The Virginia Appalachian Tricollege Nursing Program (VATNP) is a consortium of three community colleges, Virginia Highlands Community College, Southwest Virginia Community College, and Mountain Empire Community College. The VATNP is a 69 semester credit course of study leading to an Associate in Applied Science in Nursing. Associate degree nursing programs are designed to prepare selected students to take the national licensure exam for registered nurses (NCLEX RN) and to perform direct patient care primarily in acute care settings and under supervision of the more experienced Registered Nurse.

History of the Program

In the fall of 1972, the Nursing Program began as a two college program with 34 students, three faculty members, the Director and a secretary. All nursing courses were taught at Virginia Highlands Community College. In 1975, an agreement was made with Mountain Empire Community College that allowed 12 students from that region to enter the program. In the summer of 1976, the three college program was approved and the name became the **Virginia Appalachian Tricollege Nursing Program**. Also in 1976, the program received accreditation from the National League for Nursing. With this new three college program, first year nursing courses and support courses were offered at all three campuses, with second year nursing courses still taught at Virginia Highlands Community College. In 1984, an additional section was added at Southwest Virginia Community College. This additional section is located in Grundy. In 2005, the program received significant grant monies from the Virginia Tobacco Commission and the US Department of Health. These grants enabled the program to offer the curriculum at each campus on a part time evening/weekend schedule for working adults.

Enrollment on each campus has steadily increased and the program now accepts 150 to 200 new students each year. The program is able to offer the majority of students their clinical experience close to their home campus and second-year classes are now taught on each of the three main campus locations via Virginia Distance Education Network (VDEN). Since its beginning in 1972, the program has graduated over 3000 students. The Virginia Appalachian Tricollege Nursing Program looks forward to the continued growth and development of this program.

Nursing Program Prerequisites

All applicants to the VATNP must have completed high school Biology, Chemistry, and Algebra. If any or all of these classes were not taken and successfully passed with a “C” or above, they may be taken at any of the three colleges involved with the VATNP.

Admission

All prerequisite requirements must be completed for application consideration. The application process includes:

1. Application to VHCC, SwVCC or MECC by the date indicated in the college’s catalog.
2. High school or equivalent credit in Biology, Chemistry and Algebra with a minimum grade of “C” in each.
3. Compass or Asset Test Scores indicating no need for development work in English, Reading or Math or successful completion of required development work.
4. High school transcript. Current high school students must submit a transcript. A final transcript will be required in June for high school candidates. High school students must submit a transcript with a listing of last semester classes by the application deadline.
5. A minimum high school grade point average of 2.5 or a grade point average of 2.5 in all program curriculum course work previously attempted in college.
6. Nursing entrance test at VHCC, SwVCC or MECC (fee required).

Nursing Entrance Test

A nursing entrance test is required for admission to the nursing program. This is a general, comprehensive assessment tool which can predict an individual’s readiness and capability for successful completion of an educational program designed to prepare registered nurses. The test is used to determine placement in the program and to plan curriculum to meet the academic and social skills of the nursing applicants. Your college will notify the applicant with details about test administration after the application deadline. Only those applicants who have completed the first 5 steps of the application process will be invited to take the nursing entrance test. The required fee must be paid in the college’s business office prior to taking the test.

LPN to RN Program Applicants

Students who are Licensed Practical Nurses (LPN’s) must present proof of licensure as an LPN and have completed all required general education courses according to the current catalog.

Paramedic to RN Program Applicants

Students who are Nationally Certified Paramedics must present proof of certification and have completed all required general education courses according to the current college catalog.

Transfer Students

Transfer students into the program will be individually evaluated as to appropriate placement into the nursing program.

VATNP Curriculum Tracks

The VATNP offers a variety of curriculum plans/tracks to meet the varied needs of students interested in the nursing program. The curriculum plans or tracks vary in terms of class scheduling and time required for completion of the program. The course requirements are the same for each of the curriculum tracks.

Track 1: 2 year curriculum plan

The VATNP offers an opportunity for recent high school graduates and other eligible adults to complete the nursing degree program after two years of full time attendance (4 semesters and 1 summer session). This is a rigorous and academically challenging program.

First Semester (Fall)

Course Number	Course Title	Lec. Hrs.	Lab. Hrs.	Crs.
SDV	Orientation to College Success	1	0	1
ENG 111	College Composition I	3	0	3
MTH 126	Mathematics for Allied Health	2	0	2
BIO 141	Human Anatomy and Physiology I	3	3	4
NUR 111	Nursing I	4	9	7
NUR 136	Principles of Pharmacology I	<u>1</u>	<u>0</u>	<u>1</u>
	Total	15	12	18

Second Semester (Spring)

ENG 112	College Composition II	3	0	3
BIO 142	Human Anatomy and Physiology II	3	3	4
NUR 112	Nursing II	4	12	8
NUR 137	Principles of Pharmacology II	<u>1</u>	<u>0</u>	<u>1</u>
	Total	11	15	16

Summer Session

NUR 226	Health Assessment	<u>2</u>	<u>3</u>	<u>3</u>
	Total	2	3	3

Third Semester (Fall)

ITE	Fundamental ITE Skills, ITE 100 or 115	3	0	3
NUR 211	Second Level Nursing I	4	12	8
NUR 236	Principles of Pharmacology III	1	0	1
PSY 231	Life Span Human Dev. I	<u>3</u>	<u>0</u>	<u>3</u>
	Total	11	12	15

Fourth Semester (Spring)

NUR 212	Second Level Nursing II	4	12	8
NUR 237	Principles of Pharmacology IV	1	0	1
NUR 254	Nursing Dimensions	2	0	2
PSY 232	Life Span Human Dev. II	3	0	3
EEE	¹ Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>3</u>
	Total	13	12	17

Total Minimum Credits for the AAS Degree69

¹Humanities electives include: ART 101, 102; ENG 241, 242, 243, 244, 251, 252; HUM 100, 201, 202; MUS 121, 122; PHI 101, 220, 225, 226, 227; REL 231, 232; SPD 151, 152; Foreign Language (including ASL)

Track 2: Health Sciences Certificate plus 2 year curriculum plan

Students in this track will complete all general education courses required by the nursing curriculum and receive a health sciences certificate before beginning nursing classes. This option takes three years or longer depending on the amount of time taken to complete the general education classes. Many students, who have families, work or other responsibilities often choose this track.

Health Sciences Certificate Program**First Semester (Fall)**

Course Number	Course Title	Lec. Hrs.	Lab. Hrs.	Crs.
SDV	Orientation to College Success	1	0	1
ENG 111	College Composition I	3	0	3
MTH 126	Mathematics for Allied Health	2	0	2
BIO 141	Human Anatomy and Physiology I	3	3	4
PSY 231	Human Life Span Development I	3	0	3
HLT 143	Medical terminology I	<u>3</u>	<u>0</u>	<u>3</u>
Total		15	3	16

Second Semester (Spring)

ENG 112	College Composition II	3	0	3
BIO 142	Human Anatomy and Physiology II	3	3	4
ITE	Fundamental IST Skills, ITE 100 or 115	3	0	3
PSY 232	Human Life Span Development II	3	0	3
EEE	¹ Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>3</u>
Total		11	3	16

Nursing Curriculum**First Semester (Fall)**

NUR 111	Nursing I	4	9	7
NUR 136	Principles of Pharmacology I	<u>1</u>	<u>0</u>	<u>1</u>
Total		5	9	8

Second Semester (Spring)

NUR 112	Nursing II	4	12	8
NUR 137	Principles of Pharmacology II	<u>1</u>	<u>0</u>	<u>1</u>
Total		5	12	9

Summer Session

NUR 226	Health Assessment	<u>2</u>	<u>3</u>	<u>3</u>
Total		2	3	3

Third Semester (Fall)

NUR 211	Second Level Nursing I	4	12	8
NUR 236	Principles of Pharmacology III	<u>1</u>	<u>0</u>	<u>1</u>
Total		5	12	9

Fourth Semester (Spring)

NUR 212	Second Level Nursing II	4	12	8
NUR 237	Principles of Pharmacology IV	1	0	1
NUR 254	Nursing Dimensions	<u>2</u>	<u>0</u>	<u>2</u>
Total		7	12	11

Total Minimum Credits for Health Science Certificate & AAS Degree ...72

¹Humanities electives include: ART 101, 102; ENG 241, 242, 243, 244, 251, 252; HUM 100, 201, 202; MUS 121, 122; PHI 101, 220, 225, 226, 227; REL 231, 232; SPD 151, 152; Foreign Language (including ASL)

Track 3: Part-time evening/weekend program

A part-time evening/weekend option is available for students who must work and/or wish to attend part-time. General education courses can be completed as night classes or by distance education options such as web based learning. Nursing classes and clinicals are taught on evenings and weekends on an extended plan. This track is often selected by the working adult or the individual who wants to attend part-time. General education courses listed in Year 1 must be completed before the student can begin Year 2.

Year 1 Summer Session

Course Number	Course Title	Lec. Hrs.	Lab. Hrs.	Crs.
ENG 111	College Composition I	3	0	3
ITE	Fundamental IST Skills, ITE 100 or 115	3	0	3
SDV	College Survival Skills	<u>1</u>	<u>0</u>	<u>1</u>
Total		7	0	7

First Semester (Fall)

BIO 141	Human Anatomy and Physiology I	3	3	4
ENG 112	College Composition II	3	0	3
EEE	¹ Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>3</u>
Total		9	3	10

Second Semester (Spring)

BIO 142	Human Anatomy and Physiology II	3	3	4
MTH 126	Mathematics for Allied Health	<u>2</u>	<u>0</u>	<u>2</u>
Total		5	3	6

Year 2 Summer Session

NUR 136	Principles of Pharmacology I	1	0	1
NUR 137	Principles of Pharmacology II	1	0	1
PSY 231	Life Span Human Dev. I	<u>3</u>	<u>0</u>	<u>3</u>
Total		5	0	5

Third Semester (Fall)

NUR 111	Nursing I	<u>4</u>	<u>9</u>	<u>7</u>
Total		4	9	7

Fourth Semester (Spring)

NUR 112	Nursing II	<u>4</u>	<u>12</u>	<u>8</u>
Total		4	12	8

Year 3 Summer Session

NUR 226	Health Assessment	2	3	3
PSY 232	Life Span Human Dev. II	<u>3</u>	<u>0</u>	<u>3</u>
Total		5	3	6

Fifth & Sixth Semester (Fall & Spring)

NUR 211	Second Level Nursing	<u>2</u>	<u>6</u>	<u>8</u>
Total		2	6	8

Year 4 Summer Session

NUR 236	Principles of Pharmacology III	1	0	1
NUR 237	Principles of Pharmacology IV	<u>1</u>	<u>0</u>	<u>1</u>
Total		2	0	2

Seventh & Eighth Semester (Fall & Spring)

NUR 212	Second Level Nursing II	2	6	8
NUR 254	Nursing Dimensions	<u>2</u>	<u>0</u>	<u>2</u>
Total		4	6	10

Total Minimum Credits for the AAS Degree69

¹Humanities electives include: ART 101, 102; ENG 241, 242, 243, 244, 251, 252; HUM 100, 201, 202; MUS 121, 122; PHI 101, 220, 225, 226, 227; REL 231, 232; SPD 151, 152; Foreign Language (including ASL)

Track 4: LPN to RN program.

Students who are LPNs are required to complete at least 17 hours of the general education courses before beginning the LPN to RN nursing classes. The length of this track depends on the amount of time needed to complete the general education classes. The nursing classes can be completed in one year. Some LPNS may opt for the part-time evening weekend program which requires 2 years of nursing classes after completion of general education requirements.

Course Number	Course Title	Lec. Hrs.	Lab. Hrs.	Crs.
SDV	Orientation to College Success	1	0	1
BIO 141	Human Anatomy and Physiology I	3	3	4
BIO 142	Human Anatomy and Physiology II	3	3	4
ENG 111	College Composition I	3	0	3
ENG 112	College Composition II	3	0	3
MTH 126	Mathematics for Allied Health	<u>2</u>	<u>0</u>	<u>2</u>
	Total	15	6	17
Summer Semester				
NUR 115	LPN Transition	4	3	5
NUR 136	Principles of Pharmacology I	1	0	1
NUR 137	Principles of Pharmacology II	1	0	1
NUR 226	Health Assessment	<u>2</u>	<u>3</u>	<u>3</u>
	Total	8	3	10
Fall Semester				
ITE	Fundamental IST Skills, ITE 100 or 115	3	0	3
NUR 211	Second Level Nursing I	4	12	8
NUR 236	Principles of Pharmacology III	1	0	1
PSY 231	Life Span Human Development I	<u>3</u>	<u>0</u>	<u>3</u>
	Total	11	12	15
Spring Semester				
NUR 212	Second Level Nursing II	4	12	8
NUR 237	Principles of Pharmacology IV	1	0	1
NUR 254	Nursing Dimensions	2	0	2
PSY 232	Life Span Human Development	3	0	3
EEE	¹ Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>3</u>
	Total	12	12	17

Total Minimum Credits for the AAS Degree59*

¹Humanities electives include: ART 101, 102; ENG 241, 242, 243, 244, 251, 252; HUM 100, 201, 202; MUS 121, 122; PHI 101, 220, 225, 226, 227; REL 231, 232; SPD 151, 152; Foreign Language (including ASL)

* Upon completion of NUR 115, credit will be awarded for NUR 111 and NUR 112 (15 credits). These credits will appear on the student’s official transcript.

Track 5: Part-time evening/weekend LPN to RN program

A part-time evening/weekend LPN to RN option is available for LPNs who work and or wish to attend part time. General education courses can be completed as night classes or by distance education options such as web based learning. Nursing classes and clinicals are taught on evenings and weekends on an extended plan. General education courses listed in Year 1 must be completed before the student can begin Year 2.

Year 1 Summer Session

Course Number	Course Title	Lec. Hrs.	Lab. Hrs.	Crs.
ENG 111	College Composition I	3	0	3
PSY 231	Human Growth & Development I	3		3
SDV	College Survival Skills	1	0	1
ITE	Fundamental IST Skills, ITE 100 or 115	<u>3</u>	<u>0</u>	<u>3</u>
Total		10	0	10

First Semester (Fall)

BIO 141	Human Anatomy and Physiology I	3	3	4
ENG 112	College Composition II	3	0	3
EEE	¹ Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>3</u>
Total		9	3	10

Second Semester (Spring)

BIO 142	Human Anatomy and Physiology II	3	3	4
MTH 126	Mathematics for Allied Health	2	0	2
PSY 232	Life Span Human Dev. II	<u>3</u>	<u>0</u>	<u>3</u>
Total		8	3	9

Year 2 Summer Session

NUR 115	LPN Transition	4	3	5
NUR 136	Principles of Pharmacology I	1	0	1
NUR 137	Principles of Pharmacology II	<u>1</u>	<u>0</u>	<u>1</u>
Total		6	3	7

Third & Fourth Semester (Fall & Spring)

NUR 211	Second Level Nursing	<u>4</u>	<u>12</u>	<u>8</u>
Total		4	12	8

Year 3 Summer Session

NUR 226	Health Assessment	2	3	3
NUR 236	Principles of Pharmacology III	1	0	1
NUR 237	Principles of Pharmacology IV	<u>1</u>	<u>0</u>	<u>1</u>
Total		4	3	5

Fifth & Sixth Semester (Fall & Spring)

NUR 212	Second Level Nursing II	4	12	8
NUR 254	Nursing Dimensions	2	0	2
Total		6	12	10

Total Minimum Credits for the AAS Degree59*

¹Humanities electives include: ART 101, 102; ENG 241, 242, 243, 244, 251, 252; HUM 100, 201, 202; MUS 121, 122; PHI 101, 220, 225, 226, 227; REL 231, 232; SPD 151, 152; Foreign Language (including ASL)

* Upon completion of NUR 115, credit will be awarded for NUR 111 and NUR 112 (15 credits). These credits will appear on the student's official transcript.

Track 6: Part-time evening/weekend Paramedic to RN program

A part-time evening/weekend paramedic to RN option is available for paramedics who work and or wish to attend part time. General education courses can be completed as night classes or by distance education options such as web based learning. Nursing classes and clinicals are taught on evenings and weekends on an extended plan. General education courses listed in Year 1 must be completed before the student can begin Year 2.

Year 1 Summer Session

Course Number	Course Title	Lec. Hrs.	Lab. Hrs.	Crs.
ENG 111	College Composition I	3	0	3
PSY 231	Human Growth & Development I	3		3
SDV	College Survival Skills	1	0	1
ITE	Fundamental IST Skills, ITE 100 or 115	<u>3</u>	<u>0</u>	<u>3</u>
Total		10	0	10

First Semester (Fall)

BIO 141	Human Anatomy and Physiology I	3	3	4
ENG 112	College Composition II	3	0	3
EEE	¹ Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>3</u>
Total		9	3	10

Second Semester (Spring)

BIO 142	Human Anatomy and Physiology II	3	3	4
MTH 126	Mathematics for Allied Health	2	0	2
PSY 232	Life Span Human Dev. II	<u>3</u>	<u>0</u>	<u>3</u>
Total		8	3	9

Year 2 Summer Session

NUR TBA	Paramedic to RN Transition	4	3	5
NUR 136	Principles of Pharmacology I	1	0	1
NUR 137	Principles of Pharmacology II	<u>1</u>	<u>0</u>	<u>1</u>
Total		6	3	7

Third & Fourth Semester (Fall & Spring)

NUR 211	Second Level Nursing	<u>4</u>	<u>12</u>	<u>8</u>
Total		4	12	8

Year 3 Summer Session

NUR 226	Health Assessment	2	3	3
NUR 236	Principles of Pharmacology III	1	0	1
NUR 237	Principles of Pharmacology IV	<u>1</u>	<u>0</u>	<u>1</u>
Total		4	3	5

Fifth & Sixth Semester (Fall & Spring)

NUR 212	Second Level Nursing II	4	12	8
NUR 254	Nursing Dimensions	2	0	2
Total		6	12	10

Total Minimum Credits for the AAS Degree59*

¹Humanities electives include: ART 101, 102; ENG 241, 242, 243, 244, 251, 252; HUM 100, 201, 202; MUS 121, 122; PHI 101, 220, 225, 226, 227; REL 231, 232; SPD 151, 152; Foreign Language (including ASL)

* Upon completion of NUR 115, credit will be awarded for NUR 111 and NUR 112 (15 credits). These credits will appear on the student's official transcript.

Course Descriptions

General Education Courses

The VATNP curriculum consists of 29 credit hours of general education classes. Courses in the sciences and humanities provide the foundation for the nursing curriculum. The Virginia Council of Higher Education, the Virginia State Board of Nursing, and the Southern Association of Colleges and Schools are all involved in determining course requirements for degree programs. Students are required to complete courses taught by general education faculty.

Nursing Courses

Course Information

Nursing courses are sequential and build on content from previous courses. Therefore, they must be taken in the order listed on the program of study and cannot be completed in less than four (4) semesters and 1 summer session for the Day Program and the LPN to RN program and 8 semesters for the Part-time Evening/Weekend Program.

NUR 111 Nursing I (7 cr., Lecture 4 hours, Laboratory 9 hours

Prerequisites: Acceptance to the VATNP Nursing Program)

Introduces nursing principles, concepts, and the nursing process. Develops nursing skills to meet the biopsychosocial needs of individuals. May include math computational skills and basic computer instruction related to the delivery of nursing care. Develops basic nursing skills that are essential to the nursing care of clients. Provides supervised learning experiences in college laboratory and/or cooperating agencies.

NUR 136 Principles of Pharmacology I (1 cr., Lecture 1 hour

Prerequisites: Acceptance to the VATNP Nursing Program)

Provides an opportunity to explore the general principles of drug action, pharmacology of the major drug classes and specific agents within each class.

NUR 112 Nursing II (8 cr., Lecture 4 hours, Laboratory 12 hours

Prerequisites: NUR 111, NUR 136, MTH 126, BIO 141)

Focuses on the nursing care of individuals and/or families experiencing changes along the health/illness continuum that are common, well-defined, and have predictable outcomes. Includes math computational skills and basic computer instruction related to the delivery of nursing care. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies.

NUR 137 Principles of Pharmacology II (1 cr., Lecture 1 hour

Prerequisites: NUR 111, NUR 136, MTH 126, BIO 141)

Provides an opportunity to explore the general principles of drug action, pharmacology of the major drug classes and specific agents within each class.

NUR 115 LPN Transition (5 cr., Lecture 4 hours, Laboratory 3 hours

Prerequisites: Acceptance to the VATNP LPN to RN Bridge Program, MTH 126, BIO 141, BIO 142)

Introduces the role of the registered nurse through concepts and skill development in the discipline of professional nursing. This course serves as a bridge course for licensed practical nurses and is based upon individualized articulation agreements, mobility

exams, or other assessment criteria as they relate to local programs and services areas. Includes math computational skills and basic computer instruction related to the delivery of nursing care.

NUR 226 Health Assessment (3 cr. Lecture 2 hours, Laboratory 3 hours

Prerequisites: NUR 111, 112, 136, 137, BIO 141, 142 or acceptance to the VATNP LPN to RN Bridge Program)

Teaches a systematic approach to obtaining a health history and performing a physical assessment.

NUR 211 Second Level Nursing I (8 cr., Lecture 4 hours, Laboratory 12 hours

Prerequisites: NUR 111, 112, (or NUR 115), 136, 137, 226, BIO 141, 142, MTH 126)

Emphasizes the nursing care of individuals/families in various stages of development, experiencing problems related to their biopsychological needs. Uses all components of the nursing process with increasing degrees of skills. Includes math computational skills and basic computer instruction related to the delivery of nursing care. Provides supervised learning experiences in college nursing laboratory and/or cooperating agencies.

NUR 236 Principles of Pharmacology III (1 cr., Lecture 1 hour

Prerequisites: NUR 111, 112, (or NUR 115), 136, 137, 226, BIO 141, 142, MTH 126)

Teaches principles of medication administration, which includes dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, and drug action on specific body systems. Lecture 1 hour per week.

NUR 212 Second Level Nursing II (8 cr., Lecture 4 hours, Laboratory 12 hours

Prerequisites: NUR 111, 112, (or NUR 115), 136, 137, 226, 211, & 236, BIO 141, 142, MTH 126)

Emphasizes nursing care of individuals, families, and/or groups in various stages of development who are experiencing alterations related to their biopsychosocial needs. Uses all components of the nursing process with increasing degrees of skill. Includes math computational skills and basic computer instruction related to the delivery of nursing care. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies.

NUR 237 Principles of Pharmacology IV (1 cr., Lecture 1 hour

Prerequisites: NUR 111, 112, (or NUR 115), 136, 137, 226, 211, & 236, BIO 141, 142, MTH 126)

Teaches principles of medication administration, which includes dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, and drug action on specific body systems. Lecture 1 hour per week.

NUR 254 - Nursing Dimensions (2 credits

Prerequisites: NUR 111, 112, (or NUR 115), 136, 137, 226, 211, & 236, BIO 141, 142, MTH 126)

Explores the role of the registered nurse; emphasizes nursing organizations, legal and ethical implications, and addresses trends in management and organizational skills. Explores group dynamics, relationships, conflicts, and leadership styles.

Requirements for Continued Enrollment in the Program

After admission to the nursing program, a student's academic standing is determined by the curricular grade point average (GPA). For complete explanation regarding academic standing, probationary status, and reinstatement procedures, please refer to your college catalog and student handbook.

Students must earn a minimum grade of "C" in all required courses (NUR and General Education Courses) and maintain a minimum cumulative curricular GPA of 2.0 to remain eligible for continued enrollment in the nursing program. Students must complete all prerequisites and co-requisites with a minimum grade of "C" in order to progress to each sequential nursing course. In addition, a Comprehensive Drug Calculation Exam (CDCE) will be administered at the beginning of NUR 112 or NUR 115 to verify dosage calculation skills. Students must achieve at least 90 percent on the CDCE with no more than three attempts in order to continue in NUR 112 or NUR 115.

In order to progress in the nursing program, students must meet the following:

NUR 112 – Must have successfully completed NUR 111 and, NUR 136 plus all other requirements noted in the curriculum for this particular semester.

NUR 226 – Must have successfully completed NUR 111, NUR 112, NUR 136, NUR 137 plus all other requirements noted in the curriculum for this particular semester.

NUR 211 – Must have successfully complete NUR 111 & NUR 112, or NUR 115, NUR 136, & NUR 137 plus all other requirements noted in the curriculum for this particular semester.

NUR 212 – Must have successfully completed NUR 111 & NUR 112, or NUR 115, NUR 211, NUR 136, NUR 137, NUR 236 and NUR 226 plus all other requirements noted in the curriculum for this particular semester.

NUR 254 – Must have successfully completed NUR 111 & NUR 112, or NUR 115, NUR 211, NUR 136, NUR 137, NUR 236 and NUR 226 plus all other requirements noted in the curriculum for this particular semester.

Required non-nursing courses may be completed prior to admission to NUR 111 or must be taken concurrently with the NUR course in the semester in which they are listed. All pre-requisite general education courses listed in the LPN to RN curriculum guide must be completed prior to enrolling in NUR 115. Failure to take required non-nursing courses by the designated semester would necessitate dropping out of the NUR sequence until the requirements are met.

According to VCCS Policy 5.7.4 "A student will normally be limited to two enrollments in the same credit course." If a student fails to complete any nursing or non-nursing course with a grade of "C" or above on the second attempt, he/she will not be permitted to register for this or any subsequent nursing course.

A student who is currently enrolled in the nursing program must have a curricular GPA of 2.0 or above to continue in the nursing sequence. Any student who earns a final grade lower than "C" in any nursing course or BIO 141 or BIO 142, must repeat the course and

receive a final grade of “C” or higher before progressing to the next nursing course or graduating from the nursing program.

If a student is unsuccessful in NUR 111 or NUR 115, he/she must re-apply to the program. The application will then be put in a pool with all other applications and will not be given preferential treatment. The failing grade in NUR 111/NUR 115 and NUR 136 will be included in the curricular GPA used in the admission process. A student interrupting her/his course of study for any other reason must request readmission to the Nursing Program.

Students who have two failures during the Program’s nursing course sequence (NUR 111, NUR 112/115, NUR 226, NUR 211, NUR 212, and NUR 254) will be ineligible for readmission to the program.

READMISSION POLICY/PROCEDURE

Readmission to the program is NOT guaranteed. Readmission requires a minimum curricular GPA of 2.0. The request for readmission must be consistent with the following guidelines:

1. Indicate in writing to the Program Dean the desire to be readmitted. This letter should be submitted during the last half of the semester before the requested readmission semester;
2. State in the letter what steps have been or will be taken to insure future success in the program.
3. Include appropriate identifying information in the letter: complete name, student identification number (EmplID), home mailing address and phone number, VCCS email address, home college, and the NUR course for readmission.

The student will be notified of the decision concerning the request by letter or email prior to the first day of the requested class.

LPN or Paramedic to RN Students

All students enrolled in the nursing program who are LPNs must have an **unrestricted** LPN license throughout the program. Paramedics must maintain national certification throughout the program. Any student whose license or certification becomes restricted while enrolled in the program, must notify the Dean of the VATNP immediately. The student will be required to withdraw from the program at that time. When the student’s license becomes unrestricted, the student may reapply to return. Returning to the program will be dependent on space availability and the student meeting all current criteria.

Transferring Between the Nursing Program Curriculum Tracks

Transferring between the nursing program tracks is not encouraged. If there are extenuating circumstances, the student may submit a written request for transfer to the nursing program dean. The request will be handled on an individual basis and space availability.

Admission of Transfer and Returning students to nursing (NUR) classes

Students transferring into the nursing program with advanced placement must have a curricular GPA of at least 2.5. Curricular GPA will be calculated from all transfer and VHCC, MECC or SwVCC courses. Official transcripts must be received and evaluated prior to acceptance decisions. Transfer students must meet all current admission criteria described in the college catalog. **Students must have been actively enrolled in nursing coursework within the past three years in order to receive transfer placement.**

Students who have not been enrolled in nursing courses in the past three years must start at the beginning of the nursing course sequence. **Students must graduate within five years of entering NUR 111/115.**

Note: Transfer students and students who have dropped out of the curriculum for longer than one semester will be held accountable for skill competencies.

Re-enrollment must occur no later than three years or the student will have to repeat all nursing courses.

Students are readmitted based on space availability and ranked by cumulative GPA in the following order of priority for admission:

- a. VATNP returning students who have dropped out of the nursing curriculum with a passing grade prior to taking the courses for which they have applied and are still eligible to continue in the program.
- b. VATNP returning students who have been unsuccessful in the course for which they are applying and are still eligible to continue in the program.
- c. Transfer students.

VIRGINIA APPALACHIAN TRICOLLEGE NURSING PROGRAM

PHILOSOPHY, CURRICULAR FRAMEWORK AND PROGRAM OUTCOMES

The Virginia Appalachian Tricollege Nursing Program (VATNP) operates within the philosophical framework of the Virginia Community College System (VCCS) and is an integral part of the general structure of Virginia Highlands Community College, Southwest Virginia Community College, and Mountain Empire Community College.

The program philosophy and curricular framework of the VATNP reflects the mission of each of the three colleges. These colleges are dedicated to the belief that each individual should be given a continuing opportunity to develop skills, extend knowledge, and increase awareness of their roles and responsibilities to society. The associate in applied science in nursing is designed to prepare the beginning level registered nurse. The philosophy and curricular framework are consistent with standards of the American Nurses Association (ANA), the National League for Nursing (NLN,) and the legal framework of the Virginia State Board of Nursing.

Faculty Beliefs

The program philosophy and the curricular framework reflect the collective beliefs of the faculty defined as follows:

The faculty believes a **person:**

- Is an integrated whole with physiological-psychological-sociological components.
- Has basic human needs which exist throughout the lifecycle.
- Is capable of change and adaptation.
- Is part of a family, culture, and community.
- Is constantly interacting with the environment.

The faculty believes that the **environment:**

- Consists of dynamic internal and external factors that interact to impact a person's health.
- Can be altered to positively affect a person's health by addressing unhealthy stressors and utilizing health-promoting resources.
- Can be altered internally and externally to impact the person's health and quality of life.

The faculty believes that **health:**

- Is a dynamic equilibrium on the health illness continuum.
- Is "a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity" as stated by the World Health Organization.

The faculty believes that **nursing:**

- Is primarily assisting "the individual, sick or well, in the performance of those activities contributing to health, or its recovery (or to a peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge" as stated by Virginia Henderson (1966). It is likewise the unique contribution of nursing to help the individual to be independent of such assistance as soon as possible.
- Is an individualized process of caring for and supporting people as they progress through the spectrum of health and illness.
- Is committed to and accountable for the delivery of patient centered care through the nursing process.

The faculty believes that **nursing care:**

Must adhere to standards established by the professional organizations and the State Board of Nursing.

Is delivered utilizing the nursing process.

The faculty believes that **teaching and learning in nursing education:**

Is a continuous process resulting in a change in behavior.

Is accomplished through a multisensory approach to meet the individual's learning style.

Is a process of empowering students to develop critical thinking skills.

Is accomplished best in an institution of higher learning.

Is based on a curriculum that includes general education and nursing courses and promotes the application of principles of natural and social sciences to health care.

Is based on a curriculum developed with integrated content and processes which incorporate simple to complex and known to unknown.

Is built upon preexisting knowledge and experiences to continually increase depth of understanding.

Is based on clinically grounded experiences that are analyzed, reflected upon, synthesized, and understood through application of the nursing process.

Is accomplished through three major routes leading to registered nurse licensure.

Educational preparation may be diploma, associate, or baccalaureate degree.

The faculty believes that the **nurse educator**

Is a facilitator of learning.

Is a role model of professional behavior.

Creates an environment that addresses the individual learning needs of a diverse body of students.

Facilitates learners' use of their experience, intuition, and trial and error thinking to define, solve or rethink a particular problem or issue.

The faculty believes the **associate degree program:**

Goal is to prepare a beginning practitioner rendering direct care in a variety of settings.

Graduate is prepared to function under the leadership of an experienced registered nurse.

Curricular Framework

The curricular framework of the VATNP is derived from the mission and philosophy of the program and the **Educational Competencies for Graduates of Associate Degree Nursing Programs** (2000). The framework is structured around the nursing process, the three roles of the nurse and the eight core components and competencies. (Council of Associate Degree Nursing Competencies Task Force, National League for Nursing, 2000). The following definitions are central to the VATNP curricular framework:

Nursing Process

The nursing process encompasses all significant actions taken by the nurse in providing care, and forms the foundation of clinical decision making.

1. Assessment: the nurse collects client health data.

2. **Diagnosis:** the nurse analyzes the assessment data in determining diagnoses.
3. **Planning:** the nurse develops a plan of care that prescribes interventions to attain expected outcomes.
4. **Implementation:** the nurse implements the interventions identified in the plan of care.
5. **Evaluation:** the nurse evaluates the client's progress toward attainment of outcomes. (American Nurses' Association, Standards of Care).

Roles of the Nurse

Provider of Care

The role of provider of care involves critical thinking to intervene into problems with increasing complexity. Understanding and synthesis of knowledge regarding human needs across the lifespan and the health illness continuum provide the basis for this process, while clinical competence is demonstrated through application of the nursing process. The provider of care role is introduced in the first nursing course and is built on throughout the program as the student gains in knowledge, understanding, skills and ability to think critically and to solve increasingly complex nursing care situations in a variety of settings.

Manager of Care

The role of manager of care is introduced in the initial course and emphasized throughout the first year as students are introduced to and utilize multiple information management systems during their learning laboratory experiences and in various clinical placements. The majority of the theoretical and experiential emphasis for this role is provided in the second year of nursing courses. Communication and relationship skills are expanded to include group dynamics and process, team leading and member behaviors. Students practice the skills of decision making, collaboration, delegation, coordination, organization and advocacy as they function as team leader/member in their various clinical groups throughout the second year of nursing courses. The knowledge and increasing competence in the role of provider of care are built upon in the second year as the student cares for a small group of patients. Expectations for the use of technology in the care of individuals, families, and groups are increased.

Member of the Discipline of Nursing

This role, as the others, is introduced in the initial nursing courses as standards of care are introduced. Emphasis on this role occurs in the final semester as students assume more competence, responsibility and accountability in all nursing roles. Socioeconomic and political forces affecting nursing practice, introduced and explored previously, are analyzed in depth. Ethical standards of the profession of nursing and the legal framework of practice are expected to be internalized values. Active participation in the profession of nursing, commitment to professional

growth and development and lifelong learning are ingrained in the graduate. Caring about, caring for and caring with the patient with compassion, empathy, skill and competence is the synthesis of the three nursing roles.

Core Components and Competencies (Council of Associate Degree Nursing Competencies Task Force, National League for Nursing, 2000).

Professional Behaviors

Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of an associate degree nursing program adheres to standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development.

Communication

Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are the nurse, client, significant support person(s), other members of the healthcare team, and community agencies. Effective communication demonstrates caring, compassion, cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

Assessment

Assessment is the collection, analysis, and synthesis of relevant data for the purpose of appraising the client's health status. Comprehensive assessment provides a holistic view of the client which includes dimension of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care, and includes identification of available resources to meet client needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize client care. Ongoing assessment and reassessment are required to meet the client's changing needs.

Clinical Decision Making

Clinical decision making encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision making results in finding solutions,

individualizing care, and assuring the delivery of accurate, safe care that moves the client and support person(s) toward positive outcomes. Evidence based practice and the use of critical thinking provide the foundation for appropriate clinical decision making.

Caring Interventions

Caring interventions are those nursing behaviors and actions that assist clients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the “being with” and “doing for” that assist clients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where client choices related to cultural values, beliefs, and lifestyle are respected.

Teaching and Learning

Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the client, significant support person(s), and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior.

Collaboration

Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the client, significant support person(s), peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic, client centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator, and colleague as participants work together to meet client needs and move the client toward positive outcomes. Collaboration requires consideration of client needs, priorities and preferences, available resources and services, shared accountability, and mutual respect.

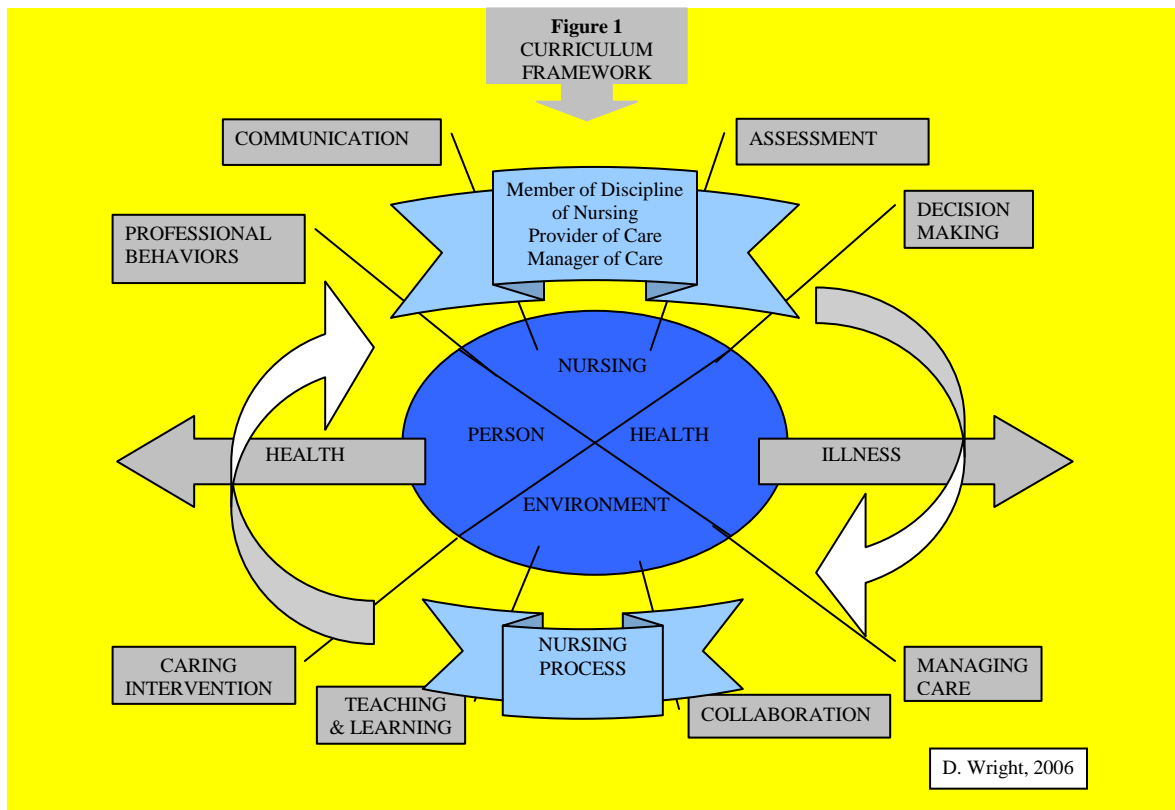
Managing Care

Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet

client needs and support organizational outcomes. Effective management is accomplished through the processes of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses these processes to assist the client to move toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings, and to access resources.

Curriculum Framework Model

The curriculum framework model for the VATNP is derived from the mission and philosophy of the program, the nursing process, the roles of the nurse and the core components and competencies for graduates of associate degree nursing programs. (See Figure 1). This model was drawn by Deborah Wright, VATNP Faculty, with input from all VATNP faculty members.



The conceptual model (Figure 1) is a visualization of the interrelationship of the philosophy and purpose of the VATNP. A pie shaped figure was chosen to illustrate the equality of the major concepts of person, health, environment and nursing. These provide the curriculum with structure and body. An extension of this figure is noted by the placement of major concepts along the health illness continuum. Solid lines connecting the core components (horizontal threads) represent both a continuous and interrelated process of interaction between the components. These organizing horizontal threads are professional behaviors, communication, assessment, decision making, caring interventions, teaching and learning, collaboration and managing care. These threads are integrated and continuous throughout all levels of the curriculum. The scope of the curriculum is provided by the vertical threads which are articulated in a logical progression from simple to complex and from known to unknown. These vertical threads are safety, life span, nutrition, community, cultural diversity and legal/ethical issues. The circular arrows on the model depict the continuous use of the nursing process and the evolving roles of the nurse. The outward and visible signs of nursing are what the nurse does with, on behalf of, and to the person. The nurse's actions are based on a series of intellectual processes. These intellectual activities and nursing actions form the nursing process as the primary mechanism for delivering nursing care. Figure 2 depicts a model for visualizing this process.

Figure 2
The Nursing Process

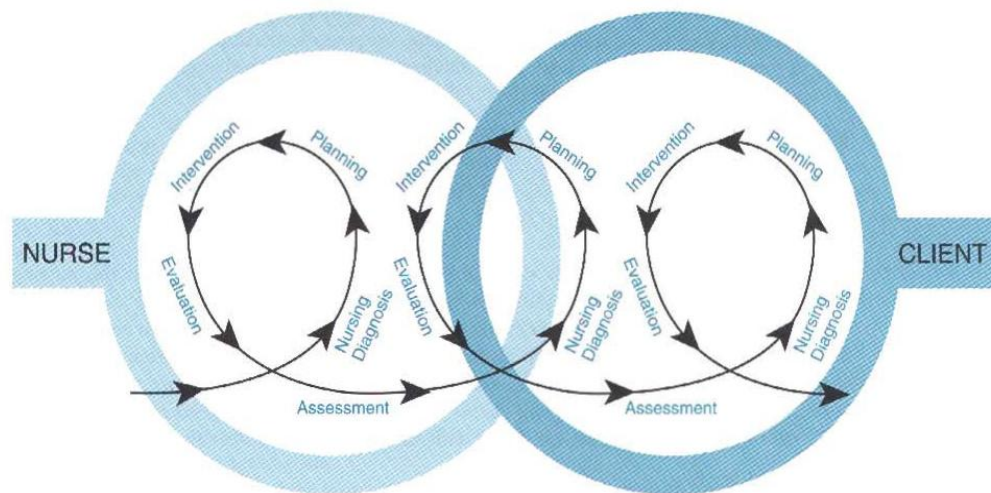


Diagram of the nursing process. The steps of the nursing process are interrelated, forming a continuous circle of thought and action that is both dynamic and cyclic. (Doenges, M., Moorhouse, M.F., & Geissler-Murr, A.C., 2005. *Nursing Diagnosis Manual*, Philadelphia: FA Davis. 2005)

Program Outcomes

The VATNP faculty is committed to the program outcomes outlined on the following chart:

Core Component	Definition	Program Outcome
Professional Behavior	Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of an associate degree nursing program adheres to standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development.	Practices within ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice. Is accountable for his/her own actions. Participates in lifelong learning. Participates in professional organizations and political activities to promote the practice of nursing. Delineates and maintains appropriate professional boundaries in the nurse-client relationship.
Communication	Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are the nurse, client, significant support person(s), other members of the healthcare team, and community agencies. Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship	Establishes and maintains effective communication, both verbal and written, with clients, family, community and health care providers while maintaining confidentiality. Uses appropriate information technology to support communications in health care.
Assessment	Assessment is the collection, analysis, and synthesis of relevant data for the purpose of appraising the client's health status. Comprehensive assessment provides a holistic view of the client which includes dimension of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care, and includes	Uses the nursing process to collect information and contribute to an ongoing, comprehensive data base relevant to a holistic individualized plan of care.

	<p>identification of available resources to meet client needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize client care. Ongoing assessment and reassessment are required to meet the client’s changing needs.</p>	
<p>Clinical decision making</p>	<p>Clinical decision making encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the client and support person(s) toward positive outcomes. Evidence based practice and the use of critical thinking provide the foundation for appropriate clinical decision making.</p>	<p>Uses the nursing process to make effective clinical decisions resulting in finding solutions, individualizing care and assuring the delivery of accurate safe care that moves the client and support person(s) toward positive outcomes.</p>
<p>Caring Interventions</p>	<p>Caring interventions are those nursing behaviors and actions that assist clients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the “being with” and “doing for” that assist clients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where client choices are related to cultural values, beliefs, and lifestyle are respected.</p>	<p>Applies nursing values that exemplify the caring professional nurse. Provides compassionate, nurturing, protective, person centered and competent care based on the synthesis of knowledge, skills and attitudes acquired in the humanities and natural and behavioral sciences. Adapts care to include the person’s values, customs, culture and/or habits.</p>
<p>Teaching and Learning</p>	<p>Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the client, significant support person(s), and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision making, achieve</p>	<p>Uses the nursing process to plan, develop, implement and evaluate health care teaching provided to individuals or groups in a variety of settings. Promotes and facilitates informed decision making and positive outcomes. Provides relevant health care</p>

	<p>positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior.</p>	<p>instructions to assistive personnel.</p>
<p>Collaboration</p>	<p>Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the client, significant support person(s), peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic, client centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator, and colleague as participants work together to meet client needs and move the client toward positive outcomes. Collaboration requires consideration of client needs, priorities and preferences, available resources and services, shared accountability, and mutual respect</p>	<p>Assumes the role of the associate degree nurse while participating within the health care team to deliver holistic care across the life span and in a variety of settings respecting cultural values and beliefs.</p>
<p>Managing Care</p>	<p>Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes. Effective management is accomplished through the processes of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses these processes to assist the client to move toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings, and to access resources.</p>	<p>Assumes the role of manager of care for diverse groups of clients through effective use of delegation, evolving technology and resources.</p>

In summary, the faculty believes the most effective nursing curriculum is composed of general education and nursing courses offered in institutions of higher learning. The VATNP curricular framework is based on the nursing process, the three roles of the nurse, and the eight core components and competencies. The curricular framework operationalizes the program philosophy.

Reviewed & Approved: 08-17-00

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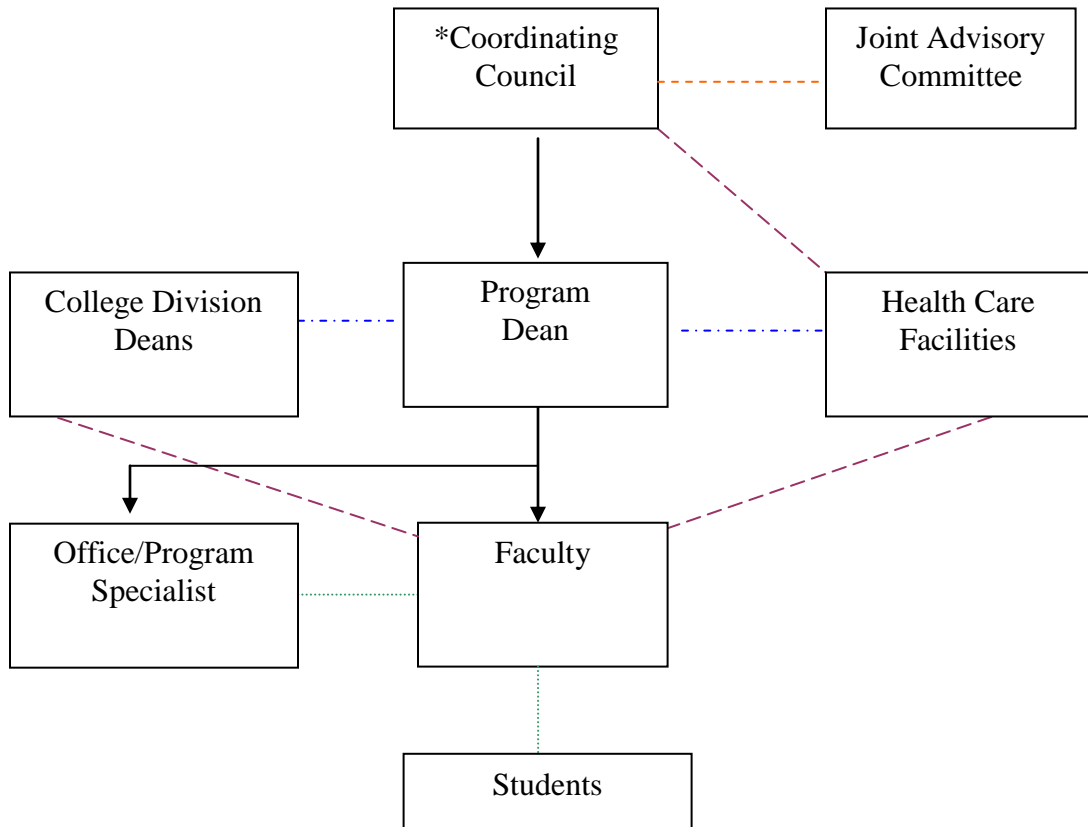
Revised and Approved: 08-19-03

Revised and Approved: 05-11-05

Revised and Approved: 08-18-06

Revised and Approved: 05-14-08

Organizational Chart



*Made up of:

- President – Virginia Highlands Community College
- President – Southwest Virginia Community College
- President – Mountain Empire Community College
- Vice President of Instruction and Student Services – Virginia Highlands Community College
- Vice President of Instruction – Southwest Virginia Community College
- Vice President of Academic and Student Services – Mountain Empire Community College
- Dean of the Nursing Program

Legend:

- Direct Authority
- - - - - Advisory
- . - . - Cooperative
- . - . - Coordinating
- Contractual Agreements

VATNP FACULTY - 2007-2008

VATNP Dean – Ms. Kathy Mitchell

VATNP Administrative Secretary @ VHCC – Ms. Rachel Law

VATNP Assistant Directors/Campus Coordinators

Ms. Johanne Watson – MECC

Ms. Lynn Moretz – VHCC

Ms. Barbara Gilbert – SVCC

Ms. Melinda Barber - Evening/Weekend Program Coordinator

Ms. Christine Hobbs – SVCC @ Grundy Coordinator

TEAM I- NUR 111 and NUR 112, NUR 136 and NUR 137

Ms. Neyia Beavers –SVCC

Ms. Cathy Canody – VHCC, Lead Teacher NUR 136 & NUR 137

Ms. Donna Cluesman – MECC

Ms. Beverly Lester – SVCC, Lead Teacher NUR 112

Ms. Lynn Moretz - VHCC

Ms. Deborah Wright – MECC, Lead Teacher NUR 111

Ms. Tammy Pennington – Part Time Evening/Weekend Program

Ms. Christine Hobbs – SVCC @ Grundy

Ms. JoAnn Price – VHCC @ Johnston Memorial Hospital

NUR 115 - Ms. Lynn Moretz – VHCC, Lead Teacher

NUR 226 - Ms. Kim Smith – SVCC, Lead Teacher

TEAM II- NUR 211 and NUR 212, NUR 236 and NUR 237

Ms. Melinda Barber – Part Time Evening/Weekend Program

Ms. Brandy McCarroll – Part Time Evening/Weekend Program

Ms. Deborah Clarkston - MECC, Lead Teacher NUR 211

Ms. Barbara Gilbert - SVCC, Co-Lead Teacher NUR 212

Ms. Kim Smith - SVCC

Ms. Christine Hobbs – SVCC @ Grundy

Ms. Connie Sherwood – VHCC, Lead Teacher NUR 236 & NUR 237

Ms. Johanne Watson – MECC, Co-Lead Teacher NUR 212

Ms. Elizabeth Wright – VHCC

Ms. JoAnn Price – VHCC @ Johnston Memorial Hospital

NUR 254

Ms. Melinda Barber – Part Time Evening/Weekend Program

Ms. Barbara Gilbert - SVCC

Ms. Christine Hobbs – SVCC @ Grundy

Ms. Johanne Watson – MECC

Ms. Elizabeth Wright- VHCC, Lead Teacher

Faculty Office Hours

Each faculty member has office hours posted on the office door. Please be aware of posted office hours. Appointments can also be arranged for student-faculty conferences at times other than posted office hours if needed.

Academic Advising

Each student will be advised by nursing faculty for assisting with academic progress and concerns. Course faculty members will be the advisors of the students enrolled in their courses. The advisor will authorize all course work the student plans to take and will provide guidance for future course requirements and career development.

CLASSROOM/CLINICAL POLICIES AND PROCEDURES**Attendance Policy**

Admission to the VATNP requires that the student register during his/her college's designated registration period and pay tuition prior to the published deadline. Students who fail to pay their tuition before the deadline forfeit their place in the course. Punctual and regular attendance of classes and laboratory sessions is required. As a general rule, students should not miss more than one hour of class for each number of credits in the course. When absence from a class becomes necessary, it is the responsibility of the student to inform the instructor prior to the absence whenever possible. It is the student's responsibility to obtain missed content. Frequent absences may result in administrative withdrawal from a class and the termination or reduction of veterans' benefits and other programs of financial assistance. In view of the nature of the associate degree nursing program objectives and difficulties inherent in "making up" laboratory experiences which have been missed, regular attendance is vital. Excused absences may include a medical excuse (physicians note) or faculty approved excuse (for illness, death in the immediate family, hazardous weather conditions). Missed laboratory or clinical experience must be made up and will be scheduled at the discretion of the instructor. Excessive absences, excused or unexcused, during a semester may result in dismissal from the program. Clinical or laboratory absences in excess of 10% of the total time scheduled will result in an unsatisfactory course grade, regardless of the reason for the absence. Any exception must be approved by the clinical faculty and the program dean.

A student who becomes pregnant must notify their advisor and course instructors as soon as they become aware of the pregnancy. The student must submit a *Pregnancy Statement* form (available from the course instructor) completed by her health care provider which verifies that the student is able to continue to attend class and perform nursing care activities in the clinical setting as outlined in the MECC, VHCC and SVCC college catalogs and on student clinical evaluation forms for each clinical course. **It is the pregnant student's responsibility to inform nursing faculty of any change in physical or mental status, which may alter basic sensory/mobility functions. In addition, all students are required to adhere to the rules and regulations of the clinical agency to which they are assigned. After delivery, it is the student's responsibility to submit a *Fitness for Duty- Return to Classroom and Clinical Courses* form (available from the course instructor) to the course or clinical instructor.**

Prior to returning to the classroom or clinical setting after experiencing an illness, injury, hospitalization, or other circumstance that results in either a physical or psychological limitation(s) or an absence from the program, the student is required to submit to the course or clinical instructor a completed *Fitness for Duty - Return to Classroom and Clinical Courses* form (available from the course instructor) from their health care provider. In the event that a health care provider places limitations on the student's ability to perform nursing care activities, the student will be restricted accordingly. In addition, the rules and regulations of participating clinical agencies will prevail in determining whether a student who has limitations imposed by their health care provider can participate in the clinical experience.

Every attempt will be made by the nursing faculty to accommodate make up days necessary for student success in the clinical area in situations related to pregnancy or illness. Every missed clinical day must be made up by the end of the semester prior to the last day of scheduled classes.

It is the responsibility of students to notify their instructors in writing if they plan to be absent from a class, examination or clinical experience in order to observe a religious holiday. Notification of an impending absence for the purpose of religious observance should be made within the first three weeks of the semester using the *Student Request for Accommodation of Religious Observance* form (available from the course instructor). The program is committed to providing reasonable accommodations for students' sincerely held religious beliefs with regard to examinations and other academic requirements.

Nursing Skills Lab

The nursing skills laboratory provides the student an opportunity to practice nursing skills before caring for a patient in the clinical setting. Please check the course instructor's posted hours when requesting an appointment.

Observe the Following When Using the Nursing Laboratory:

1. Students may not eat or drink in the labs.
2. Students are responsible for returning reusable materials to their appropriate locations, disposing of non-reusable materials appropriately, and restoring the general neat appearance of the laboratory after each use.
3. Materials and/or equipment may be borrowed from the laboratory only after obtaining permission from an instructor. All materials must be returned the following class day unless other arrangements are made.
4. Any materials and/or equipment that are broken in the laboratory must be reported immediately to an instructor.
5. The loss and breakage of materials and/or equipment used by students is the financial responsibility of the student.
6. Final grades will be withheld until equipment is returned or arrangements are made to pay for lost or broken items.

Computer Laboratory

The Nursing Computer Laboratories will be open at posted times throughout the week. Students should check the computer lab each semester for the posted hours it will be

available for use. Students must sign in and out on the logbook when using the lab. There will be no smoking, eating or drinking in the lab. If a student brings a diskette or any other portable storage device to the lab, it must first be checked for viruses prior to connecting to any nursing laboratory computer. No software may be removed from the computer lab. **No printing will be allowed in any nursing computer lab unless the student provides the paper.**

Clinical Laboratory

The student will receive clinical experience in a variety of settings. Students are assigned to clinical agencies by faculty at the beginning of the semester. Special requests cannot be honored. Each instructor will distribute information regarding directions to the hospital and parking facilities. As soon as the rotation schedules are made, it is wise to form a car pool. Any changes in clinical times will be made in advance.

Evening/Weekend program students will generally have clinicals on Fridays, Saturdays or Sundays.

Patient assignments for the clinical experiences will be obtained prior to clinical as designated by the instructor. The student is responsible for researching and planning client care. The extent of preparation of the assignment will be evaluated by the clinical instructor during pre-conferences. The instructor may dismiss any student who is unprepared for the day's assignment. This constitutes unsafe clinical performance.

COLLEGE AND CLINICAL LABORATORY ATTENDANCE IS *REQUIRED*.

Absences in excess of 10 percent of the total number results in an unsatisfactory clinical grade. It is the student's responsibility to notify the assigned clinical instructor of clinical or community experience absence. Leaving messages does not suffice! The student must notify both the clinical area and the instructor of her/his absence, if she/he is assigned to an observation area that day. The procedure for notifying the instructor in cases of tardiness or absence from clinical practice is as follows:

- Call the hospital or follow guidelines given by the instructor. This should be done at least one hour before the clinical day starts. Failure to notify the faculty and/or facility of absence or tardiness is considered unprofessional conduct and is included in the clinical evaluation rating. Students may be dismissed from the program for no call/no show in clinical.
- Calling the hospital:
 1. Identify yourself as a VATNP nursing student and ask for the assigned unit.
 2. Identify yourself by name, school, clinical instructor, and client assignment.
 3. Ask that the nurse in charge and the instructor be informed of your absence.
 4. Obtain name of contact person.

The students must be able to perform all essential job functions in clinical settings with reasonable accommodation. Faculty can refuse to permit students into the clinical setting if he/she is unable to perform essential job functions adequately. Essential job functions include, but are not limited to:

1. Critical Thinking: Critical thinking ability sufficient for clinical judgment.

2. Interpersonal: Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. Communication: Communication abilities sufficient for interaction with others in verbal and written form.
4. Mobility: Physical abilities sufficient to move from room to room and maneuver in small spaces.
5. Motor skills: Gross and fine motor abilities sufficient to provide safe and effective nursing care.
6. Hearing: Auditory ability sufficient to monitor and assess health needs.
7. Visual: Visual ability sufficient for nursing observation and assessment.
8. Tactile: Tactile ability sufficient for physical assessment.
9. Olfactory: Olfactory ability sufficient for nursing observation and assessment.

Clinical Pre-requisites

Before attending clinical laboratory experiences **each semester**, the student must provide the instructor with proof of the following:

1. CPR Certification, Adult and Child.
2. Current immunizations including Hepatitis B, MMR, and Varicella; documentation of immunization via blood titers or immunization waivers may be accepted.
3. Proof of current PPD testing or a negative chest X-ray.
4. HIPAA Training/Certification.
5. Professional Liability/Malpractice Insurance.
6. Criminal Background Checks/Drug Screens.

Clinical Contracts

Individual contracts are in effect with each affiliate clinical agency and these contracts differ in requirements made of students. The general stipulations are as follows:

1. Clinical agencies reserve the right to dismiss a student from their agency at any time with any due cause. This will be done with advance notice except in an emergency.
2. Proper uniform must be worn including identification badges provided by the college.
3. Published policies of the clinical agency must be adhered to.
4. Immunizations must be current and include Hepatitis B, MMR and Varicella. Other immunizations may be required.
5. Proof of Tuberculin skin test (PPD) or a negative chest X-ray must be shown on admission to the program and before beginning the second year.
6. Current CPR certification.
7. Student releases the clinical agency, its agents and employees from any liability or death to himself or damage to his property arising out of agreement of use of hospital's facilities. Contracts for each agency are available in the nursing office at VHCC and may be reviewed by students upon request.

Criminal Background Checks/Drug Screen

Background checks for criminal history related to barrier crimes and drug screens are required for entrance into clinical agencies. Students with convictions of barrier crimes or with positive drug screens may be prohibited from clinical practice and therefore, may not be able to complete the program requirements. Cost for criminal background checks and drug testing is the responsibility of the student.

Health Insurance Portability and Accountability Act (HIPAA) Training

All students will be required to complete a HIPAA Training program before beginning the clinical portion of the program. Documentation of the completed training should be maintained in the student's portfolio through the duration of the program. The cost of this training/certification is the responsibility of the student.

VATNP Clinical / Laboratory Dress

Policy: The VATNP expects students to present a professional and positive image in the clinical setting. High standards of appearance and grooming must reflect the nursing program, the profession, and the clinical facility in which practice occurs. Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions.

Uniforms

Uniforms are to be white tunic shirts and pants. Uniform shirts must have pockets and may be oxford tunic, zip tops or button-front style. Polo shirts or scrub tops are not acceptable. Pants should have generous pockets and straight legs without embellishments, drawstrings, or cuffed ankles.

Females may wear white dress uniform which should not be shortened above the knee.

White full length non-sheer stockings/hosiery must be worn with the dress uniform.

Plain white knee high stockings or crew socks may be worn with pants uniforms.

Uniforms are to be clean and wrinkle-free at all times. Uniforms should fit properly. No sweaters with hoods may be worn with the uniform. Undergarments and/or cleavage should not show when leaning or bending over. Low rise pants and rolling down the waist band of pants is prohibited. Undergarments should be white or neutral colored and fit so as not to call attention to clothing. White lab coats are required and are the only acceptable garment to be worn with the uniform while not engaged in direct patient care. Lab coats must be knee length.

Jewelry

Watch with a second hand, wedding rings only, small white or yellow metal earrings (one small stud per earlobe) may be worn. No hoops or dangling earrings may be worn.

Necklaces are not permitted unless Medic Alert. No body piercing jewelry (no exceptions) other than earlobes.

Tattoos

Any tattoo which shows while in uniform must be concealed.

Hair

Hair is to be clean, neat and well groomed. Shoulder length hair or longer must be pulled

back behind the ears off the neck when in the clinical lab setting. Hair must clear the uniform collar and be controlled in such a way that it will not cause contamination. Males are expected to be clean shaven or facial hair/moustache and beards neatly trimmed. Hair must not be of an extreme color or style (no pink, blue, etc.)

Nails

Nails are to be clean, groomed, and manicured. Artificial nails, tips and fingernail jewelry are prohibited in the clinical setting. Nails are to be cut to the tips of the finger and groomed. Only clear nail polish may be worn.

Shoes

Shoes are to be white leather or rubber, closed toe, clean and in good repair. Shoes must be made of material that will not absorb biohazardous materials and can be cleaned. White hose/socks (that come above that ankle) are required. Laces must be clean at all times. High top sneakers, canvas shoes or shoes with sport logos are not permitted.

Uniform Accessories

Bandage scissors
Black pen
Penlight
Stethoscope
Watch with a second hand
Calculator (optional)
PDA (optional)

Wearing Uniforms and Identification

Uniforms are to be worn in the clinical setting only, NOT outside the clinical area such as to a place of employment, grocery store, while shopping, or on campus. If a student is required to return to the campus during or after clinical, a clean lab coat may be worn over the uniform or the student may change into street clothes. VATNP square shaped insignia patches are to be purchased (from campus bookstores and some local uniform shops) and sewn on the left upper sleeve of the uniform top/dress and lab coat (1 ½ inches from the shoulder seam).

The college student photo ID is to be worn on the left side of the uniform, visible above the waist and in clear view when in uniform and in all clinical settings. The ID should not be worn in settings other than clinical.

Personal Appearance and Behavior

Makeup will be subdued. Use with discretion and minimally apply. No perfume, cologne, aftershave or scented lotions are to be worn. Noxious odors and poor dental hygiene are unacceptable. Showering/bathing and the use of deodorant/antiperspirant are expected. Gum chewing is **not** allowed in clinical setting. Tattoos must be concealed. Personal phone calls and visitors are not permitted except in an emergency in the clinical or lab setting. Cell phones must be on silent and calls should not be accepted or personal contacts made, including text messages, during clinical or lab times. Exceptions must be approved by the clinical faculty.

Clinical Settings Requiring Street Clothes

Professional attire is expected and may include skirts or pants and shirts. Appearance must be clean and neat. Jeans, sweatshirts, sport clothing, shirts of underwear type, see-through clothing, shorts, sleeveless shirts or any clothing which exposes a bare midriff, back, chest or underwear are prohibited. Tattoos must be covered. Skirts must be knee length or longer, pants must be ankle length and must fit properly, be clean and pressed and representative of conservative attire. Students returning to clinical agencies (i.e. to review charts) must wear lab coats and college ID badges on left upper pocket.

Illegal Substance Policy

Students or employees of a Virginia community college shall not possess, sell, use, manufacture, give away or otherwise distribute illegal substances including drugs or alcohol while attending college or college related activities including clinical experiences. Students or employees who violate this policy shall have college charges processed against them in the normal manner of due process provided by college rules. Further, students or employees who violate this policy shall have committed a criminal offense, and the college shall notify the appropriate agency of the Commonwealth of Virginia, county or city government for investigation and, if warranted, prosecution.

Clinical Evaluation

Student performance in the clinical area will be formally evaluated at least twice each semester by the clinical instructor. These evaluations are done at midterm and at the end of the semester. A minimum of 80% of the clinical objective rating items must be rated as satisfactory by the end of the semester experience. The starred items are critical behaviors. One hundred percent of the starred items must be satisfactory to pass the course. (See the attendance policy.)

The rating "Needs Improvement" will be allowed at midterm, but a student must have a satisfactory rating on all starred items, and on 80% of the total clinical items to pass clinically at the end of the semester.

A student may be denied continued enrollment in a clinical nursing course if, after reasonable accommodation, the clinical faculty concludes he/she is unable to perform safe clinical practice. A final grade of "satisfactory" in the clinical area is required to pass the nursing course.

Liability Insurance

Each student must have professional liability/malpractice insurance while enrolled in the nursing program. Information for purchasing an individual policy will be provided by the nursing program. Each student must provide a copy of the policy for the program files prior to beginning NUR 111. The student must provide proof of renewal of the policy at the beginning of each subsequent year in the program.

INSTRUCTIONS FOR INDIVIDUALS WITH DISABILITIES

Students may request academic accommodation for disabilities through the Office of Student Services. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the

instructor. Individuals requiring temporary handicapped parking accommodations due to short-term illness should also contact Student Services.

All correspondence will be kept confidential.

PROFESSIONAL & ACADEMIC INTEGRITY

Nursing students must function as professionals in the academic and health care settings. This professionalism includes exhibiting sensitivity and concern, maintaining therapeutic relationships and patient confidentiality. Nursing students must demonstrate accountability for nursing practice by functioning within legally and ethically prescribed limits determined by the Commonwealth of Virginia Board of Nursing Statutes and Regulations and the American Nurses Association Code of Ethics. Failure to comply with these limits may result in immediate dismissal from the nursing program.

Violations of Virginia Board of Nursing Statute listed in Section 54.1-3007 of the Laws Governing the Practice of Nursing and Health Professions in General will result in dismissal from the program without opportunity for readmission.

Laws Governing the Practice of Nursing and Health Professions in General (Excerpts) Code of Virginia (as of July 1, 2005)

Refusal, revocation or suspension, censure or probation. (Section: 54.1-3007)

The Board may refuse to admit a candidate to any examination, refuse to issue a license, certificate, or registration to any applicant and may suspend any license, certificate, registration, or multistate licensure privilege for a stated period or indefinitely, or revoke any license, certificate, registration, or multistate licensure privilege, or censure or reprimand any licensee, certificate holder, registrant, or multistate licensure privilege holder, or place him on probation for such time as it may designate for any of the following causes:

1. Fraud or deceit in procuring or attempting to procure a license, certificate, or registration;
2. Unprofessional conduct;
3. Willful or repeated violation of any of the provisions of this chapter;
4. Conviction of any felony or any misdemeanor involving moral turpitude;
5. Practicing in a manner contrary to the standards of ethics or in such a manner as to make his practice a danger to the health and welfare of patients or to the public;
6. Use of alcohol or drugs to the extent that such use renders him unsafe to practice, or any mental or physical illness rendering him unsafe to practice;

7. The denial, revocation, suspension or restriction of a license, certificate, registration, or multistate licensure privilege to practice in another state, the District of Columbia or a United States possession or territory; or
8. Abuse, negligent practice, or misappropriation of a patient's or resident's property.

(DHP. Virginia board of nursing laws and regulations. Retrieved June 22, 2006, from http://www.dhp.virginia.gov/nursing/nursing_laws_regs.htm)

**American Nurses Association, Code of Ethics for Nurses
(Approved June 30, 2001)**

Provision 1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

Provision 2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

Provision 3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

Provision 4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

Provision 5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and continue personal and professional growth.

Provision 6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

Provision 7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

Provision 8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

Provision 9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining and integrity of the profession and its practice, and for shaping social policy.

(Nursing World, Center for ethics and human rights. Retrieved June 22, 2006, from <http://www.nursingworld.org/ethics/ecode.htm#contact>)

Academic Integrity

Students must do their own work; there are no exceptions. Students who plagiarize or cheat in any way risk dismissal from class and expulsion from the college.

Cheating on any exam, quiz, lab practical, lab test, homework or any other type of examination, as well as plagiarism of thoughts, words, or ideas is prohibited. Students are expected to maintain a high level of integrity in their academic pursuits. Academic honesty is essential for maintaining the relationship of trust that is fundamental to the educational process. Academic dishonesty is a violation of one of the most basic ethical principles of an academic community.

Acts of dishonesty that would subject a student to disciplinary action include, but are not limited to, the following:

Cheating: Using unauthorized material or unauthorized help from another person in any work submitted for academic credit.

Fabrication: Inventing information or citations in an academic or clinical exercise.

Facilitating academic dishonesty: Providing unauthorized material or information to another person.

Plagiarism: Submitting the work of another person or persons as one's own without acknowledging the correct source.

Unauthorized examination behavior: Conversing with another person, passing or receiving material to or from another person, accessing electronic media such as telephones or PDAs, or temporarily leaving an examination site to visit an unauthorized site.

ADVANCED PLACEMENT/TRANSFER

The Virginia Appalachian Tricollege Nursing Program's advanced placement programs, "LPN to RN Bridge Program" and "Paramedic to RN Bridge Program", are designed to grant advanced placement to LPNs or Paramedics who have been admitted to the VATNP associate degree program and meet prerequisite requirements.

If there is sufficient enrollment in the VATNP, students who meet the eligibility requirements for the advanced placement may be invited to take "Bridge Courses" in the summer term and enroll in 2nd year nursing courses the following fall semester.

This program is designed to recognize the common abilities of LPNs and RNs or Paramedics and RNs, to bridge the differences between knowledge bases, and to allow these students to finish the A.A.S. program without taking the majority of first year nursing courses.

GRADING**General Grading**

The grading scale for the Virginia Appalachian Tricollege Nursing Program is as follows:

A = 100 – 92%

B = 91 – 85%

C = 84 – 80%

D = 79 – 75%

F = 74% and below

U = Unsatisfactory

S = Satisfactory

A point system equivalent to the above percentage score and letter grade is used in all nursing courses. Please see the course outline for the point spread sheet for that course.

1. A grade of **“C” is required for passing in all nursing and required general education courses.** Students may not enroll in the next nursing course until they have successfully passed the previous course.
2. A clinical rating of **"satisfactory"** is required for passing and will result in a final grade that corresponds to the theory average.
3. A clinical rating of "unsatisfactory" with a theory average of 80 or above will result in a final grade of "F".
4. A clinical rating of "unsatisfactory" with a theory average below 80 will result in a final grade of "F".

Test Grades

The results will be given to students by course faculty and/or course coordinators and are posted on Blackboard. Prior to the return of test grades to students, the course faculty will review all scores for accuracy and make necessary revisions. Once a student receives a test grade, the student has **two calendar weeks (10 class days)** to review tests or to request that the faculty review the test items for scoring or accuracy. After two weeks, the test grade is final. Additionally, faculty will not be able to review tests and exams with individual students **after two weeks** from notification of the test (or course) grade. **No test scores or grades will be given over the telephone or email.**

TEST TAKING

Tests will consist of multiple choice, matching, true-false, short answers or fill in the blank. The final examination will evaluate overall knowledge of the nursing process. All tests should be taken with a number 2 pencil. **The only answers accepted on tests will be those on the scantron (test answer sheets).**

Cell phones or other electronic media devices will not be permitted in the testing area.

There WILL NOT be any makeup tests given. Students who miss tests for any reason will have the missed test point value added to the point value of the Final Exam. This weighted Final Exam will remain at 100 questions, but each question may count as more than one point value, depending on the number of tests missed.

Computer Test Taking Policy

1. Students are expected to be familiar with Blackboard testing. Refer to course syllabi for specific instructions related to computer based testing.
2. **Honesty:** Sharing of test content outside the test site and the printing of any test material constitutes a violation of the student code of conduct and will result in disciplinary action. This can result in dismissal from the nursing program or college.

ACHIEVEMENT TESTS

External standardized achievement tests developed by Assessment Technologies Institute (ATI) are required at the end of NUR 112, NUR 115, NUR 211, NUR 212, NUR 237 and NUR 254. These tests assist in determining areas of individual strengths and weaknesses before progressing to the next level or to the NCLEX RN. A minimum score will be set for each test and a remediation plan will be developed for any student who does not achieve the minimum score. This plan must be completed before progressing to the next course and before graduation. Costs of the ATI resources are the responsibility of the student.

WRITTEN ASSIGNMENTS

Written assignments are due to the instructor at the beginning of the class period on the due date or at another time specified by the instructor. If the student anticipates that a written assignment will be late, the student must discuss this with the instructor prior to the due date. With a valid reason and at the discretion of the instructor, an alternate date may be agreed upon.

All written assignments must be prepared according to the following criteria, unless otherwise specified by the instructor.

- a. All written assignments should be on regulation size (8 1/2 x 11 inches) white paper, either lined or unlined. Paper torn out of spiral notebooks is unacceptable.
- b. Papers must be computer generated using 12 point font.
- c. The writing or typing shall be double-spaced and on only one side of paper.
- d. The pages should be numbered consecutively.
- e. Attachments of the pages should be by paper clips, staples, or placed in a folder. Folding down a corner or tearing the sheets is not acceptable.
- f. The source of paraphrased statements and direct quotations must be cited in the text using APA format. The use of another person's words or ideas without acknowledging the source is plagiarism. Follow the footnote and bibliography forms given in an acceptable manual for writing. Written assignments are to be the student's original work, and should be done independently, without collaboration, unless otherwise instructed by the faculty.

PORTFOLIO REQUIREMENT

The portfolio is a collection of documents demonstrating the student's best ideas, work and accomplishments while in the VATNP. The portfolio will contain samples of ideas and work from the beginning to the completion of the education program and will therefore reflect progress through the program and the student's readiness for progression to the next course or to graduation. Additionally, the portfolio contents will be helpful in reflecting the student's best work during an employment interview.

General Portfolio Directions

The portfolio is divided into sections according to the outline provided below, "Student Portfolio". At the end of the program, the portfolio will be revised according to the outline for "Graduate Portfolio" and submitted for a grade in NUR 254. All papers and documentation are to be typed on unlined paper, using APA format. The papers/documentation should be kept together in the appropriate section of the portfolio book. It is also recommended that the student maintain a second photocopied portfolio,

in the event the original is lost. It is the student's responsibility to maintain the portfolio and to present it to the nursing faculty at the required time.

NURSING COURSE	STUDENT PORTFOLIO	GRADUATE PORTFOLIO
Miscellaneous Ongoing, NUR 111- NUR 212	<ol style="list-style-type: none"> 1. Professional Licensure documentation 2. Immunization Record 3. CPR Certification (ACLS if applicable) 4. Student malpractice insurance 5. Professional organization memberships 6. Continuing Ed. Certificates 7. Community organizations or associations 8. Community Service Activities 9. HIPAA Training Certification 	<ol style="list-style-type: none"> 1. Professional Licensure 2. CPR or ACLS Certification 3. Professional organization memberships 4. Continuing Education Certificates 5. Community organizations/associations 6. Community Service Activities 7. HIPAA Training Certification
NUR 111	<ol style="list-style-type: none"> 1. NPP 2. Learning Styles Inventory 3. Clinical Skills Checklist 4. Cultural Diversity Project #1 	<ol style="list-style-type: none"> 1. Clinical Skills Checklist
NUR 112	<ol style="list-style-type: none"> 1. Clinical Skills Checklist 2. NPP and Clinical Assessments 3. Cultural Diversity Project #2 	<ol style="list-style-type: none"> 1. Clinical Skills Checklist 2. NPP and Clinical Assessments
NUR 115	<ol style="list-style-type: none"> 1. Cultural Diversity Projects #1 and #2 2. NPP and Clinical Assessments 3. Learning Styles Inventory 4. Clinical Skills Checklist 	<ol style="list-style-type: none"> 1. Clinical Skills Checklist 2. NPP and Clinical Assessments
NUR 226	<ol style="list-style-type: none"> 1. Complete History & Physical Write-up (Geriatric) 	<ol style="list-style-type: none"> 1. Complete H & P Write-up (Geriatric)
NUR 211	<ol style="list-style-type: none"> 1. Community Assessment & Teaching Project 2. Psych NPP 3. Clinical Skills Checklist 	<ol style="list-style-type: none"> 1. Community Assessment & Teaching Project 2. Psych NPP #2 3. Clinical Skills Checklist
NUR 212	<ol style="list-style-type: none"> 1. Discharge Planning Project: Geriatric Patient or Community Home Visitation Project 2. Med-Surg NPP 3. Individual Learning Day Paper 4. Clinical Skills Checklist 	<ol style="list-style-type: none"> 1. Discharge Planning Project: Geriatric Patient or Community Home Visitation Project 2. Med-Surg NPP 3. Clinical Skills Checklist
NUR 254	<ol style="list-style-type: none"> 1. Resume and Cover Letter 2. E-mail with attachment 	<ol style="list-style-type: none"> 1. Resume & cover letter

Requirements for Registered Nurse Licensure—Commonwealth of Virginia

1. High School diploma or GED.
2. Diploma or degree from an accredited professional nursing education program.
3. Passed an examination as required by the State Board of Nursing.
4. Have committed no acts which are grounds for disciplinary action set forth in the Code of Virginia. These include, but are not limited to:
 - a. fraud or deceit in procuring or attempting to procure license
 - b. unprofessional conduct
 - c. commission of any felony or any misdemeanor which involves moral turpitude
 - d. practicing nursing so as to endanger the health and welfare of patients or the public
 - e. excessive use of alcohol, drugs, chemicals or any material which impedes the safe practice of nursing
 - f. any physical or mental condition which impedes the safe practice of nursing
 - g. denial, revocation, suspension or any restriction of licensure to practice nursing in any other state, the District of Columbia, United States possession or territory
5. Excerpt- Code of Virginia:

Section 32.1-126.01. Employment for compensation of persons convicted of certain offenses prohibited; criminal records check required; suspension or revocation of license- A licensed facility shall not hire for compensated employment persons who have been convicted of murder, abduction for immoral purposes, sexual assault, pandering, crimes against nature involving children, taking indecent liberties with children, abuse and neglect of children (including failure to secure medical attention for an injured child) or obscenity offenses; or persons who have been convicted of crimes against the person, against the property, involving fraud, involving moral and decency or abuse or neglect of any incapacitated adult.

(The above statement are set out and referred to in the following sections of the Code of Virginia: 18.2-48; Article 7 of 18.2-61 et seq. of Chapter 4 of Title 18.2; 18.2-355; 18.2-361; 18.2-370.1; 18.2-371.1; 18.2-374.1; 18.2-379; Chapter 4 of 18.2-30 et seq. of Title 18.2; Chapter 7 of 18.2-247 et seq. of title 18.2; Chapter 8 f 18.2-325 et seq. of Title 18.2 and 18.2-369).

Application for NCLEX Examination

The Virginia Board of Nursing provides applications for the NCLEX RN Examination for VATNP Graduates prior to the May graduation. Completing the application process is the responsibility of the students. Requests for a transcript to be sent to the Virginia State Board of Nursing should be made at the time of application for the NCLEX examination and licensure. This is the student's responsibility and must be initiated by the student.

ESTIMATED PROGRAM COSTS

Books (The majority of textbooks are required for the first semester)	\$1,200.00
Criminal Background Checks and Drug Screens	\$100.00
Course Fees (Includes standardized testing and review programs)	\$380.00
Physical/Hepatitis B & other immunizations/PPD	\$250.00
Student Liability Insurance	\$40.00
Liability Insurance for LPN Students	\$104.00
HIPAA Training	\$15.00
CPR Training	\$80.00
Uniforms/Lab Coats/Shoes/Watch/VATNP Patches/Stethoscope	\$300.00
Personal Digital Assistants (PDA) Optional	\$300.00
VATNP Pin	\$50.00
NCLEX Fees	\$350.00
Estimated In-State Tuition	\$80 per credit hour
Transportation to and from classes and clinicals	Variable
Completion of Program and RN Licensure	PRICELESS!

MISCELLANEOUS**Financial Aid**

Please see the Financial Aid Officer for financial assistance and scholarships.

Graduation

An application for graduation should be filed with Admissions during the semester prior to graduation. It is the student's responsibility to file the application before the deadline date and to make sure that all current program requirements are met. In addition to requirements of the VATNP, each college may require competency testing during the final semester and prior to graduation.

The nursing faculty believes that college graduation ceremonies mark the recognition of the achievement of academic success. All nursing graduates are encouraged to participate in the commencement exercises to signify accomplishment of a goal and the beginning of a promising career.

VATNP Pinning Ceremony

Each VATNP graduating class is honored with a special annual pinning ceremony. The ceremony is a joint activity celebrating the accomplishments of students from all three colleges. Each student is pinned with the Virginia Appalachian Tricollege Nursing Program Pin, symbolizing his/her role as a VATNP Alumni. The ceremony will be held near the end of spring semester and the location will rotate among the three colleges. Family and friends are encouraged to attend.

History of the VATNP Pin

The pin received upon graduation was designed by a committee of nursing students enrolled through the three colleges which jointly support the program. The pin is a gold Maltese cross with an inner circle of blue exhibiting the name of the nursing program. In the center is a triad circle of blue and gold which symbolizes the cooperation of the three colleges in the operation of the nursing program and the joining together as one in

thought, purpose, and practice in nursing. In the center of the triad circle is a small, gold replica of the Florence Nightingale lamp which has become symbolic of nursing throughout the world.

INTERNATIONAL PLEDGE FOR NURSES

In full knowledge of the obligations I am undertaking, I promise to care for the sick with all the skill and understanding I possess, without regard to race, creed, color, politics, or social status, sparing no effort to conserve life, to alleviate suffering and to promote health.

I will respect at all times the dignity and religious beliefs of the patients under my care, holding in confidence all personal information entrusted to me and refraining from any action which might endanger life or health.

I will endeavor to keep my professional knowledge and skill at the highest level and to give loyal support and cooperation to all members of the health team.

I will do my utmost to honor the international code of ethics applied to nursing and to uphold the integrity of the nurse.

VATNP STUDENT GRIEVANCE PROCEDURE

This grievance procedure is intended to provide a fair process for resolving concerns or complaints which are unique to the Virginia Appalachian Tricollege Nursing Program (VATNP). This grievance procedure is to be used for grievances in VATNP nursing classes only.

All other grievances should be handled in accordance with the grievance policy as set forth in the individual college student handbook.

This procedure shall include, but not necessarily be limited to, concerns and disputes between a VATNP employee(s) and student(s) involving:

1. Application of a policy or procedure of the program,
2. Grades/academic record,
3. Discrimination on the basis of race, sex, handicap, etc./sexual harassment.

Definitions and Scope

Definition:

Grievance - A difference or dispute between a student and an employee of the Virginia Appalachian Tricollege Nursing Program (VATNP) with respect to the application of the provisions of the VATNP's policies, procedures and regulations as they affect the activities or status of the student.

Appeal of Grades – A student having factual evidence that his/her grade in a nursing class, as reported, is in error and who wishes to appeal said grade, should use the provisions of the grievance procedure.

Discrimination – The grievance procedure shall be utilized by students for complaints of alleged unlawful discrimination on the basis of race, color, creed or religion, sex, national origin, physical or mental handicap, or factors that cannot lawfully be a basis for decisions.

Admissions appeals, class scheduling, traffic violation appeals and disciplinary decisions are not subject to this grievance procedure.

Recognizing that grievances should be raised and settled promptly, a grievance shall be raised within twenty (20) calendar days following the event giving rise to the grievance; or within twenty (20) calendar days of the time the student reasonably should have gained knowledge of its occurrence.

Procedure

1. **Informal meeting** - When a concern or complaint arises, the student must discuss his/her concern with the person allegedly causing the grievance. If the grievance cannot be resolved, the student will meet with the Dean of the VATNP. If the Dean determines the necessity, the student will then be asked to meet with the teaching team. An attempt will be made to resolve the conflict informally by mutual consent.
2. **Written appeal to the Dean** - If the complaint cannot be resolved informally, the student may file a formal written grievance with the Dean of the VATNP within (10) calendar days following the informal meeting. The Dean will schedule a date for a meeting between the parties involved. This meeting may be with the individual employee or with the teaching team as determined by the Dean. The meeting shall take place within ten (10) calendar days after the receipt of the written appeal. Again, an attempt will be made to resolve the complaint by mutual consent.
3. If the grievance cannot be resolved informally, the Dean will render a written decision within five (5) calendar days of the meeting between parties involved.
4. **Written appeal to the vice president** - If the decision of the Dean is not considered satisfactory, either party may file a written appeal at the college where the VATNP employee is assigned within ten (10) calendar days after the receipt of the Dean's decision. This appeal should be filed with the Vice President of Instruction & Student Services at VHCC, the Vice President of Academic and Student Services at MECC or the Vice President of Instruction at SwVCC (hereafter referred to as Vice President). The Vice President shall refer the grievance to the appropriate student affairs or Student Judiciary Committee for an investigation. A hearing will be conducted based on the by-laws of the committee. The committee will render a written decision to the Vice President within ten (10) calendar days after the vice president's receipt of the written appeal.
5. If the decision of the student committee is not considered satisfactory, either party may file a written appeal to the Coordinating Council of the Virginia Appalachian Tricollege Nursing Program within ten (10) calendar days of the Vice President's decision.
6. The Coordinating Council will review the case and make the final decision, generally within thirty (30) calendar days.

FREQUENTLY ASKED QUESTIONS

When should I apply?

The application process must be completed by Spring Semester by the date listed in the college catalog.

What do I need to do to apply?

1. In order to apply, the student must have met all prerequisite requirements which include a High School Diploma or GED and High School or equivalent courses in Biology, Chemistry or Algebra. If these courses have not been completed, they may be taken at the community college.
2. Apply to the community college by completing the application forms provided by the Admissions Office or on-line.
3. Have all official sealed transcripts (high school and college) and GED scores submitted to the community college. Transcripts must be submitted from ALL colleges attended/attending. GED holders must also submit official high school transcripts if completed at least through the 9th grade. It is the applicant's responsibility to request their transcripts and pay any required fees.
4. Apply to the nursing program by completing the application form provided by the Admissions Office.
5. If the application process is completed by the required deadline, the applicant will be required to take a nursing entrance exam. The qualified applicant will be sent a letter with instructions regarding the nursing entrance test.

What is the nursing entrance test?

The nursing entrance test is a tool used to measure basic essential skills in Reading, Mathematics, Science, and English and Language Usage. These entry level skills are important for nursing program students and are useful in predicting likelihood of success.

What is the TEAS?

TEAS stands for Test of Essential Academic Skills and is the nursing entrance test used by the VATNP. The TEAS is a 170-item, four-option, multiple-choice test. The test is administered by computer and is time limited.

What is the minimum TEAS score required for acceptance to VATNP?

Students considered for acceptance to the VATNP must have a minimum score in the 45th national percentile. This usually calculates to a raw score of around 74%, however, the raw may vary slightly from year to year. Your test administrator can give you a specific score required on the day of the test.

How do I prepare for the TEAS?

The TEAS consists of four sections, Mathematics, Reading, Science, English, and Language Usage. A review of basic concepts and theories in each area is recommended. The creator of the TEAS, Assessment Technologies Institute or ATI, has two products, the TEAS Study Manual and a TEAS Online Practice Assessment, available to guide your review and provide feedback about your study progress. These products may be

purchased at www.atitesting.com/onlinestore. Many students find additional resources by doing an internet search on preparing for nursing entrance tests.

What are the minimum high school prerequisites for admission to the program?

1. Evidence of a high school diploma or GED with a **grade point average of 2.5** or higher. High school graduate and GED holders who earned less than a **2.5 GPA** during high school will be considered for acceptance to the program if they have generated a college **GPA of 2.5** or above based on at least 12 semester credit hours.
2. The following courses with a grade of “C” or higher: Biology, Chemistry, and Algebra. Appropriate developmental or college courses can be substituted for high school deficiencies.

Is admission to the program very competitive?

Approximately 70% of all applicants are accepted to the nursing program each year. At least one hundred fifty students will be accepted in the three college program each year plus additional students for the part time evening/weekend program.

How are admission decisions made?

Admission decisions are based on a formula that includes GPA, number of curriculum-required, general education credits completed, and nursing entrance test results.

Does it help to take the general education courses before starting the program?

The nursing program is an educationally challenging program. Most students find it helpful to spread out their workload by completing the general education courses such as student development, English, psychology, anatomy and physiology, math and basic computer skills. Applicants are encouraged to take the general education courses before starting the program; however, the general education courses are not required for admission to the program.

Is there a waiting list?

There is no waiting list for the program. If you are not accepted and wish to be considered the next year, you must reapply to the program.

Can the program be taken on a part-time basis?

A part-time program curriculum schedule is available that provides class offerings on evening and weekend scheduling. This program is encouraged for students who must work while participating in the program.

How long does it take to complete the part-time evening/weekend program?

A student interested in the part-time evening/weekend program must complete the required general education courses before applying for the program. These courses include English, psychology, anatomy and physiology and other course listed in the college catalog. After completing the general education courses, the part-time evening/weekend program may be completed in 3 years (2 years for the LPN to RN or Paramedic to RN evening/weekend programs).

Is there an option for an LPN or Paramedic who wants to challenge the first year of the nursing program?

The VATNP offers an LPN to RN program for LPNs who are currently licensed in the state of Virginia and practicing as LPNs and a Paramedic to RN Program to nationally certified paramedic. This program allows the student to enter the nursing courses at second year level. The LPN who participates in this program will take an LPN to RN bridge course (NUR 115) which will substitute for the two major nursing courses (NUR 111 & NUR 112) taught in the first year nursing classes. The Paramedic participating in this program will take a Paramedic to RN Transition Course which will substitute for the two major nursing courses taught in the first year nursing classes.

Can I get financial assistance to attend the nursing program?

The majority of students in community colleges receive significant financial aid. Contact the Admissions Office for details and instructions related to financial aid.

Can I be a Registered Nurse if I am a convicted felon?

According to the State of Virginia, if someone has been convicted of a felony or a misdemeanor they may not be allowed to take the RN licensing exam. The question of eligibility to take the RN licensing exam will be determined when the application for licensure is received by the State Board of Nursing. If you wish to discuss this issue, please call the dean of the nursing program.

NOTES

VIRGINIA APPALACHIAN TRICOLLEGE NURSING PROGRAM

I have received a copy of the Virginia Appalachian Tricollege Nursing Program Student Handbook for 2008-2009. I have read and agree to abide by the rules and regulations set forth in this Handbook.

Printed Name

Signature

Date