Virginia Appalachian Tricollge
Nursing Program Student
Handbook
2010-2012

Mountain Empire Community College
Southwest Virginia Community College
Virginia Highlands Community College
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The Virginia Appalachian Tricolege Nursing Program (VATNP) is a three college consortium serving Virginia Highlands Community College (VHCC), Southwest Virginia Community College (SWCC), and Mountain Empire Community College (MECC). The administrative office for the VATNP is located at VHCC.

Mailing address: VATNP @ VHCC, PO Box 828, Abingdon, VA 24212
Phone: 276-739-2439
Fax: 276-739-2594
Website: www.vhcc.edu/vatnp

VATNP MISSION

To provide an Associate in Applied Science degree program with a major in nursing which will, upon successful completion of the program, afford students the opportunity to take the National Council Licensure Examination leading to licensure as a registered nurse and prepare graduates for employment as beginning practitioners of nursing in a variety of health services settings.

STATE APPROVAL AND ACCREDITATION STATUS

The VATNP program is approved by the Virginia State Board of Nursing and accredited by the National League for Nursing Accrediting Commission, Inc. (3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, telephone 404-975-5000, fax 404-975-5020, website: www.nlnac.org).

OCCUPATIONAL OBJECTIVES

Employment opportunities for the Registered Nurse include, but are not limited to, staff positions in hospitals, nursing homes, health departments, physician’s offices, clinics, home health agencies, public schools, day care centers, and civil service.
ESTIMATED PROGRAM COSTS

All costs are the responsibility of the individual student

- Physical/Hepatitis B & other immunizations/PPD: $250.00
- Student Liability Insurance: $80.00
- Liability Insurance for LPN Students: $130.00
- HIPAA Training: $15.00
- CPR Training: $102.00
- Criminal Background Checks and Drug Screens: $100.00
- Books (The majority of textbooks are required for the first semester): $1,200.00
- Standardized progressive testing and review program (first and last semesters): $650.00
- Uniforms/Lab Coats/Shoes/Watch/VATNP Patches/Stethoscope: $300.00
- Personal Handheld Device (Optional): $300.00
- VATNP Pin: $66.00
- NCLEX Fees: $350.00
- Estimated In-State Tuition: $109 per credit hour
- Transportation to and from classes and clinicals: Variable
- Completion of Program and RN Licensure: PRICELESS!
VATNP FACULTY – 2010-2011

**VATNP Dean** – Ms. Kathy Mitchell, RN, MSN  
**VATNP Program Assistant** – Ms. Rachel Law  
**VATNP Assistant Directors/Campus Coordinators**  
- Ms. Barbara Gilbert, RN, MSN, SWCC  
- Ms. Deborah Wright, RN, MSN, MECC  
- Ms. Elizabeth Wright, RN, MSN, VHCC  
- Ms. Melinda Barber, RN, MSN, Evening/Weekend Program Coordinator  
- Ms. Christine Hobbs, RN, MSN, SWCC @ Grundy Coordinator  

**Full-time Teaching Faculty**  
- Ms. Melinda Barber, RN, MSN, SWCC  
- Ms. Neyia Beavers, RN, MSN, SWCC  
- Ms. Brigitte Casteel, RN, MSN, VHCC  
- Ms. Deborah Clarkston, RN, MSN, MECC  
- Ms. Donna Cluesman, RN, MSN, MECC  
- Ms. Barbara Gilbert, RN, MSN, SWCC  
- Ms. Christine Hobbs, RN, MSN, SWCC  
- Ms. Beverly Lester, RN, MSN, SWCC  
- Ms. Brandy McCarroll, RN, MSN, MECC  
- Ms. Lynn Moretz, RN, MSN, VHCC  
- Ms. Connie Sherwood, RN, MSN, VHCC  
- Ms. Kim Smith, RN, MSN, SWCC  
- Ms. Faith Sturgill, RN, MSN, MECC  
- Ms. Tammy Pennington, RN, MSN, VHCC  
- Ms. JoAnn Price, RN, MSN, VHCC  
- Ms. Deborah Wright, RN, MSN, MECC  
- Ms. Elizabeth Wright, RN, MSN, VHCC  

**Faculty Office Hours**  
Each faculty member has office hours posted on her 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.
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

Admission and enrollment in the VATNP program require 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.

Attendance Policy

Classroom attendance.

Punctual and regular attendance of classes is highly encouraged. 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 possible dismissal from the nursing program with the additional consequences of termination or reduction of veterans’ benefits and other programs of financial assistance. Excused absences may include a medical excuse (physicians note) or faculty approved excuse (for illness, death in the immediate family, hazardous weather conditions). Any exception must be approved by the clinical faculty and the program dean.

Clinical attendance.

Clinical laboratory attendance is required. Any exception must be approved by the clinical faculty and the program dean. Excused absences may include a medical excuse (physicians note) or faculty approved excuse (for illness, death in the immediate family, hazardous weather conditions), however every missed clinical day must be made up by the end of the semester prior to the last day of scheduled classes. Individualized plans for make-up clinical time will be developed between the instructor and student. Faculty is not required to make accommodations for more than 2 missed clinical days. If accommodations for missed clinical days cannot be made, the student may not progress to the next course. Section 18VAC90-20-120. Curriculum of the Virginia Board of Nursing (VBON) regulations state:

A nursing education program preparing for licensure as a registered nurse shall provide a minimum of 500 hours of direct client care supervised by qualified faculty.

Clinical hours to meet this VBON requirement are built into the VATNP program. Inability to meet this clinical hour requirement will result in non-completion of the nursing program.

It is the student’s responsibility to notify the assigned clinical instructor if an absence is necessary. 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 clinical facility 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 clinical facility
  1. Identify yourself as a VATNP nursing student and ask for the assigned unit.
  2. Identify yourself by name, school and clinical facility.
  3. Ask that the nurse in charge and the instructor be informed of your absence, ask to talk with the instructor if he/she is available.
  4. If unable to talk with the nursing instructor, obtain name of contact person.

Fitness for duty.

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 or the VATNP website) 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.

A student who becomes pregnant must notify their course instructors as soon as they become aware of the pregnancy. The student must submit a Pregnancy Statement form (available from the course instructor or the VATNP website) 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 SWCC 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 or the VATNP website) to the course or clinical instructor.

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.

Guidelines for using the Nursing Laboratory:

1. Students may not eat or drink in the labs while performing lab activities/assignments.
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/or breakage of materials and/or equipment used by students are 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 for student practice at posted times throughout the week. Students should check the computer lab each semester for the posted hours it will be available for use. There will be no smoking, eating or drinking in the lab. If a student brings a portable storage device to the lab, it must be checked for viruses prior to use. 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 Activities

Students 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.

Orientation to the clinical facility is required with no exceptions; students must attend and complete the facility required orientation. Each instructor will distribute information regarding directions to the hospital and parking. Clinical time will be assigned by the clinical faculty member and must be adhered to. Any changes in clinical times will be made by the clinical instructor.

Clinical prerequisites and documentation.

In order to participate in learning activities at the various VATNP clinical agencies, students must have their complete documentation submitted to the VATNP office at VHCC by the stated deadlines and meet the physical and mental requirements of the nursing program.

Documentation. - please find forms and instructions for documentation requirements at www.vhcc.edu/vatnp > Student Forms

1. **First Year Students.** All paperwork must be submitted to VATNP, PO Box 828, Abingdon, VA 24212 by May 15th for bridge (LPN-RN and Paramedic-RN) students and by August 1st for first-year students.
   - Physical and Student Statement of Health
   - CPR Certification, Adult and Child (American Heart Association, Basic Life Support for Health Care Providers, current for the duration of the program).
   - Current immunizations including Hepatitis B, MMR, and Varicella; documentation of immunization via blood titers or immunization waivers may be accepted. Other immunizations such as flu vaccine may be required.
   - Proof of negative PPD or a negative chest X-ray (to be repeated at the beginning of each year of enrollment in the program).
   - HIPAA Training/Certification.
   - Professional Liability Insurance – must be maintained for the duration of enrollment in the VATNP program.
   - Criminal Background Checks/Drug Screens - 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.
2. **Second Year Students** - All paperwork must be submitted to VATNP, PO Box 828, Abingdon, VA 24212 by August 1st for second-year students, including students in 2nd and 3rd year of the evening/weekend program.
   a. Student Statement of Health
   b. CPR Certification, Adult and Child (American Heart Association, Basic Life Support for Health Care Providers, current for the duration of the program).
   c. Proof of negative PPD or a negative chest X-ray (to be repeated at the beginning of each year of enrollment in the program).
   d. Professional Liability Insurance – must be maintained for the duration of enrollment in the VATNP program.

3. **Readmitted Students** - . Students readmitted to the fall semester must submit paperwork by August 1. Students readmitted to the spring semester must submit paperwork before the first day of class upon reentering the program. Students who have not been continually enrolled in the nursing program must complete the same documentation as a new first-year student.

**Performance.** 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 due to the influence of medications, including both over the counter and prescription medication and essential competencies with critical procedures. Students may not participate in a scheduled clinical time if they have worked a night shift directly before reporting to the clinical facility.

Essential job functions include, but are not limited to:

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.
8. Tactile: Tactile ability sufficient for physical assessment

9. Physical demands: Physical demands in this program include duties that frequently require squatting, bending, kneeling, reaching, and stair climbing; lifting and carrying up to 50 pounds; frequent pushing and pulling up to 200 pounds with assistance; occasional lifting up to 200 pounds with assistance and occasional carrying up to 51-74 pounds.

**Assumption of risk and clinical contracts.**

Students will be asked to sign an Assumption of Risk form before they participate in clinicals. By signing this form, students acknowledge: 1) responsibility for their actions and 2) the student’s assumption of risks involved with the nursing program in the clinical setting. Contracts for each agency are available in the nursing office at VHCC and may be reviewed by students upon request.

Individual contracts are in effect with each affiliate clinical agency. 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. Clinical agencies are not responsible for any liability, death, or property damage resulting from student clinical activities. Each student must sign a document releasing 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 clinical agency’s facilities.

**VATNP clinical/laboratory dress.**

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

**Dress code.** Uniforms are to be worn in the clinical setting only, NOT outside the clinical area such as to a place of employment, grocery store, or while shopping. 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. The college student photo ID is considered part of the uniform and is to be fastened above the waist in clear view in all clinical settings. The ID should not be worn in settings other than clinical.
Uniforms. Uniforms are to be white tunic shirts and pants. Uniform shirts must have pockets and may be oxford tunic, zip 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.

Uniforms are to be clean and pressed at all times. Uniforms must fit properly. Females may wear white dress uniforms, knee-length or longer. 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. 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. Appropriate undergarments are 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. 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).

Jewelry. A watch with a second hand, wedding rings only, small white or yellow metal earrings (one small stud per earlobe) may be worn. Necklaces are not permitted unless Medic Alert. No body piercing jewelry (no exceptions) other than earlobes.

Hair. Hair is to be clean, neat and well groomed. Hair must clear the uniform collar and be controlled in such a way that it will not cause contamination. Shoulder length hair or longer must be pulled back behind the ears off the neck when in the clinical lab setting. 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.).

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

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. Each student is expected to have the following accessories when participating in clinical activities:

Bandage scissors
Black pen
Penlight
Stethoscope
Watch with a second hand
Calculator (optional)
Personal handheld device with clinical reference materials (optional)

**Personal appearance and behavior.** Makeup is minimal. 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 covered and not visible. 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 with the college ID badges on left upper pocket.

**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 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.

**PROGRAM PROGRESSION**

Required courses of SDV 108, MTH 126, ENG 111 and ITE 100 or 115 must be completed prior to admission to NUR 105/108. Other required non-nursing classes may be completed prior to admission or taken concurrently with the NUR courses in the semester in which they are listed. All prerequisite 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.
Students must earn a minimum grade of “C” in all required courses and maintain a minimum cumulative GPA of 2.0 to remain eligible for continued enrollment in the nursing program. In addition, during the NUR 105 or NUR 115 course, a Comprehensive Drug Calculation Exam (CDCE) will be administered to verify skills. Students must achieve at least 90 percent of maximum score on the CDCE with no more than three attempts in order to achieve a passing grade in the course. Any student who earns a final grade lower than a "C" in a required course (either general education or nursing courses) must repeat the course and earn a final grade of "C" or better before taking the next course in the curricular sequence.

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

Prior to enrolling in NUR 109, NUR 114, or NUR 137 students must have successfully completed NUR 105, NUR 108, NUR 136, and NUR 226 plus all other requirements noted in the curriculum for this particular semester.

Prior to enrolling in NUR 205 or NUR 201 students must have successfully complete NUR 105, NUR 108, NUR 109, NUR 114, NUR 136, NUR 137, and NUR 226 plus all other requirements noted in the curriculum for this particular semester.

Prior to enrolling in NUR 245, NUR 208, or NUR 254 students must have successfully completed NUR 201, NUR 205, NUR 136, NUR 137, and NUR 236 plus all other requirements noted in the curriculum for this particular semester.

If a student is unsuccessful in NUR 108/105/226 or NUR 115, he/she must reapply to the program. The application will be put into the pool with all other applications. The failing grade in NUR 108, 105, 226 or 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.

A student must obtain permission from the Dean of VATNP to continue in the nursing program under the following conditions:

1. Repeating a course with a grade below “C”.
2. Withdrawal from a nursing course.
3. Cumulative GPA below 2.0.
REAdMISSION/ INTER-PROGRaM TRANSFER REQUIREMENTS

Readmission Requirements

According to the VCCS Policy 5.7.4 “A student will normally be limited to two enrollments in the same credit course.” **Students who have two failures during the Program’s nursing course sequence (NUR 105, NUR 108, NUR 226, NUR 109, NUR 114 or NUR 115, NUR 201 & NUR 205, NUR 208, NUR 245, and NUR 254) will be ineligible for readmission to the program.**

Readmission to the program is not guaranteed. A student who wishes to reenter the nursing curriculum at a level after the first semester (e.g., NUR 109, 114, 137, 201, 205, 236, 208, 245, 237, or 254) must write a letter to the program dean requesting readmission at least one semester prior to the semester of enrollment.

A student who has withdrawn because of academic failure may not reenroll in the nursing curriculum more than one time. Such a student may not be readmitted if the cumulative grade point average is less than 2.0, including all courses attempted other than nursing. Reenrollment must occur **no later than three years from their last semester enrolled.** For example, if a student is unsuccessful in the second year for Fall 2010, that student must request readmission at the latest by Fall 2013. Failure to request readmission within the 3 year time limit will require reapplication to the program and repeating all nursing courses. **Students must graduate within 5 years of entering NUR 108/115.**

The student may be required to enroll in and satisfactorily complete specific courses before readmission. Additional data may be required. Each student’s application for readmission will be considered by the nursing faculty and the decision to readmit will be based on additional data, prior performance in the nursing program and space availability. Students will be notified of the decision concerning the readmission request by letter or email prior to the first day of the requested class. Occasionally, a student may be offered readmission with clinical assignment outside his/her home college if clinical placement is an issue at the home college. Readmitted students will be required to successfully complete a competency skills checklist before attending clinicals.

Any exception to the above policy must have the approval of the dean of the nursing program.

Students interested in readmission must follow these procedures:

1) Indicate in writing to the VATNP Dean the desire to be readmitted. For readmission into the fall semester, requests must be received by May 7; for readmission into the spring semester, letters must be received by December 7. Requests after these deadlines will not be considered until the following year.
2) Provide full name, EmplID, campus, and the specific course for consideration.

3) State in the letter what steps have been taken to assure success if readmission is allowed. This letter is the student’s argument for readmission and will be presented to the faculty for the final readmission decision. Appropriate formatting, correct grammar and spelling are important factors to consider in preparing the letter. It is the student’s responsibility to confirm that readmission requests have been received by the VATNP office.

**Inter-Program Transfer**

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 must include the reason for the request and the steps the student will take to insure success in the request is granted. The request will be considered by the VATNP faculty group and will be based on the student’s reason for the request as well as the student’s GPA, the steps identified by the student to insure future success, and available space for class and clinical activities.

The student will be notified of the decision concerning the request by letter or email prior to the first day of the requested class. Occasionally, a student may be offered readmission with clinical assignment outside his/her home college if clinical placement is an issue at the home college.

**Priority of Readmission**

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.
PROFESSIONAL & ACADEMIC INTEGRITY

Professional 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 for 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.


**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.
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, or temporarily leaving an examination site to visit an unauthorized site.
GRADING

General Grading

The grading scale for the Virginia Appalachian Tricollage 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 syllabus for the point spreadsheet 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

Test results will be given to students by course faculty and/or course coordinators and are posted on Blackboard. Prior to posting test grades, 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. Faculty may 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 and will emphasize critical thinking or knowledge application. The final examination will evaluate overall knowledge of the nursing process and the course content. Tests will be administered using both traditional paper-and-pencil and computer methods. The only answers accepted on paper and pencil tests will be those on the scantron (test answer sheets).

Makeup tests WILL NOT be given. Students who miss tests for any reason will have the missed test point value added to the point value of the Final Exam. A weighted final exam will compensate for the missed test(s).

Online 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 honor code and will result in disciplinary action. This can result in expulsion from the nursing program.

PROGRESSIVE TESTING/ACHIEVEMENT TESTS

Progressive testing, developed by Assessment Technologies Institute (ATI), is required at the end of each semester. These tests assist you 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 papers must follow the American Psychological Association (APA) format unless otherwise specified by the instructor. A good source for APA style is the Purdue Online Writing Lab, http://owl.english.purdue.edu/owl/resource/560/01/. Brief guidelines for are below:

a. All written assignments should be on regulation size (8 1/2 x 11 inches) white paper.

b. Assignments must be computer generated using 12 point Times New Roman font, double spaced, 1” margins, and single-sided.

d. The pages should be numbered consecutively and stapled or paper-clipped.

c. Citations and bibliography must follow the APA guidelines. The source of paraphrased statements and direct quotations must be cited and listed in a reference page. The use of another person's words or ideas without acknowledging the source is plagiarism. Written assignments are to be the student's original work, and should be done independently, without collaboration, unless otherwise instructed by the faculty.

Be sure to keep copies of all your assignments.

PROFESSIONAL FOLDER (PORTFOLIO)

The Professional Folder is an opportunity for the graduate to showcase their work and achievements. This portfolio is submitted for review in NUR 254 and is part of that course grade. The portfolio will be in a hard cover, 3 ring quality binder with dividers for each section. All papers and documentation are to be computer generated using traditional font and type. In addition, grades will include presentation, grammar, neatness, and accuracy.

Students who do not have materials requested should note that in their portfolio with a brief explanation of why material is missing (for example professional organization membership).

Professional Folder Contents:

Section 1: Resume, cover letter and professional references

Section 2: Licensures and certifications:

HIPAA certification, CPR Certification (Copy)

Nursing Malpractice Insurance

Section 3: Academics:

Academic Progress Report

ATI Critical Thinking Assessment (Program Beginning & End)

Skills Checklist

Section 4: Immunization Record (Copy)
Section 5: Professional and Community Service

Continuing Education

Community Service Activities and Professional Volunteer Experiences

Cultural Competency Learning Module Certificate

Professional Organization Membership

**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 communication will be kept confidential.

**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 on campus, attending a college sponsored off-campus event, or while serving as a representative of the college at off-campus meetings. 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.

**ETIQUETTE AND PROFESSIONALISM**

Stress is a reality for nursing students and professional nurses. How we respond during highly stressful situations is paramount to our effectiveness as professionals and nurses. During difficult situations in the classroom or in a clinical situation be mindful of what you are communicating to your peers, the staff, faculty, patients and other healthcare providers. Nonverbal language is very powerful; this includes your posture, distance to the person you are speaking to an inflection.

Take a moment to reflect on what you are about to say, particularly in difficult situations. Profanity and threats will not be tolerated and will be managed according to the University’s policy,
as well as the policies of the healthcare agency when applicable. This includes e-mail and or letters written by students.

Also, carefully review any information or photos you plan to post on websites that are accessible to the public. Keep in mind that you represent yourself, your peers, the college nursing program and the nursing profession.

Electronic mail or “email” is an official method of communication at the Virginia Community College System (VCCS). All official email communication is distributed to VCCS email accounts only. Students are expected to regularly check their campus email accounts. Faculty members, administration and staff will only respond to messages sent from VCCS email addresses.

Students who choose to have their VCCS email forwarded to a private (unofficial) email address outside the official university network address, do so at their own risk.

It is important to remember appropriate etiquette when emailing correspondence (including those sent via Blackberry or similar devices) related to your academic/professional matters. Below is a resource which will help you to become an effective writer and reader/manager of email.

**Netiquette: A Guide for Professional E-Mail**

“Netiquette” is a blend of the words “network” and “etiquette”. This terminology is used to describe established procedures for communicating courteously online. Below are a few rules which will help you to become an effective writer and reader/manager of email and may help you to avoid offending your reader or causing misunderstanding.

A. Remember that a real person is reading your email

- Read your email before sending it; Try to hear the “tone” of your message. Humor may be mistaken for sarcasm.
- Use words and expressions that would be used in a face-to-face discussion.
- Never send heated or angry messages called “flames”.
- Make a good impression – your words create an image of you.
- always use spell check
- Just like a written letter, include a greeting such as Dr. Smith or Ms. Jones
- Use correct capitalization and punctuation; Do not write in CAPITALS, IT SEEMS AS IF YOU ARE SHOUTING. Do not write in all small letters, it is too informal and seems more like casual communication.
- Write in complete sentences
- Do not use vulgar, obscene, insulting, degrading, or profane words (or words that could be interpreted as such)
- Keep the message short and to the point. Professionals and academics alike see their email accounts as business. Don't write unnecessarily long emails or otherwise waste the recipient's time.
- Include a short descriptive subject line.
- Include your name at the end of the message.
B. Remember that your communications are accessible to the system administrator. Do not write anything in an e-mail you would not write on a postcard.

- Be ethical. Do not violate copyright or license agreements. Always acknowledge the source of quotes, references, and sources.
- Do not send chain letters.
- Do not forward e-mail without the original author's permission.
- Be professional and careful with what you say about others; e-mail can be forwarded easily.
- Do not attach return receipts, flags, and high importance indicators unless it is absolutely necessary.

C. Remember these quick tips

- Check your e-mail at least once a day.
- NEVER give your user ID or password to another person.
- Do not attach unnecessary files/photos.
- Use emoticons sparingly. They are more suited to casual communication among friends than to business communication.
- Delete unwanted messages immediately.

**LICENSE REQUIRMENTS—COMMONWEALTH OF VIRGINIA**

In order to be licensed as a Registered Nurse, an individual must meet the following requirements:

1. High School diploma or GED.
2. Diploma or degree from an accredited professional nursing education program.
3. Passed the NCLEX-RN 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).
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 Tricollage 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

1. Grievance - A difference or dispute between a student and an employee of the Virginia Appalachian Tricollage 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.

2. 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.

3. 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 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 SWCC (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 Tricollage 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.
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.

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. Students from states other than Virginia should contact their Board of Nursing for instructions.

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 Tricoline 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. A reception with light refreshments will be part of the celebration.
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 NURSES PLEDGE

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.
The VATNP offers 5 curriculum tracks that provide opportunities for students to participate in the program in a time-frame that is best for their individual needs.

**Nursing Track 1: 2 Year Curriculum Plan**

This track provides a schedule 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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Lec. Hrs.</th>
<th>Lab Hrs.</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 108</td>
<td>College Survival Skills</td>
<td>1</td>
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<tr>
<td>MTH 126</td>
<td>Mathematics for Allied Health</td>
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<tr>
<td>ENG 111</td>
<td>English Composition I</td>
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<tr>
<td>ITE 115 or 100</td>
<td>Intro. to Comp Apps &amp; Concepts or Intro. to Information Systems</td>
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**Fall Semester- Year 1**

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<th>Lec. Hrs.</th>
<th>Lab Hrs.</th>
<th>Crs.</th>
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</thead>
<tbody>
<tr>
<td>BIO 141</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
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<tr>
<td>NUR 105</td>
<td>Nursing Skills</td>
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<td>Nursing Principles and Concepts I</td>
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<td>NUR 226</td>
<td>Nursing Health Assessment</td>
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<td>3</td>
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<td>NUR 136</td>
<td>Principles of Pharmacology I</td>
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**Spring Semester- Year 1**

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<tr>
<td>BIO 142</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
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<tr>
<td>NUR 109</td>
<td>Nursing Principles and Concepts II</td>
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<td>NUR 114</td>
<td>Geriatric Nursing</td>
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<td>3</td>
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<td>NUR 137</td>
<td>Principles of Pharmacology II</td>
<td>1</td>
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**Summer Session- Year 2**

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<td>PSY 231</td>
<td>Life Span Human Development I</td>
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<tr>
<td>ENG 112</td>
<td>English Composition II</td>
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<td>EEE</td>
<td>Humanities</td>
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**Fall Semester- Year 2**

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<th>Course Number</th>
<th>Course Title</th>
<th>Lec. Hrs.</th>
<th>Lab Hrs.</th>
<th>Crs.</th>
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<tbody>
<tr>
<td>PSY 232</td>
<td>Life Span Human Development II</td>
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<td>NUR 201</td>
<td>Psychiatric Nursing</td>
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<td>NUR 205</td>
<td>Introduction to Second Level Nursing</td>
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<td>NUR 236</td>
<td>Principles of Pharmacology III</td>
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**Spring Semester- Year 2**

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<th>Course Title</th>
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<th>Lab Hrs.</th>
<th>Crs.</th>
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<td>Maternal/Newborn Nursing</td>
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<td>Acute Medical-Surgical Nursing</td>
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<td>Principles of Pharmacology IV</td>
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<td>NUR 254</td>
<td>Dimensions of Professional Nursing</td>
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Total Minimum Credits for the AAS Degree……………………………………..69
Nursing Track 2: Health Sciences Certificate plus 2 Years Curriculum Plan

Students in this track will complete all general education courses required by the nursing curriculum and receive a health care 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.

<table>
<thead>
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<th>Lec. Hrs.</th>
<th>Lab Hrs.</th>
<th>Crs.</th>
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<tbody>
<tr>
<td>SDV 108</td>
<td>College Survival Skills</td>
<td>1</td>
<td>0</td>
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<tr>
<td>ENG 111</td>
<td>College Composition I</td>
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<td>MTH 126</td>
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<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology I</td>
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<td>NUR 226</td>
<td>Health Assessment</td>
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<td>2</td>
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<td>NUR 136</td>
<td>Principles of Pharmacology I</td>
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<td>0</td>
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<tbody>
<tr>
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<td>NUR 236</td>
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Total Minimum Credits for the AAS Degree ..................72
Nursing Track 3: Part-Time Evening/Weekend Curriculum Plan

The VATNP part-time evening/weekend program is specifically designed for working adults or other adults who are interested in becoming RN’s but have other responsibilities that interfere with their abilities to attend the rigorous scheduling of the previously described program of study. Classes will be provided in a combination of evening, weekend, and distance learning. The program is designed at a slower pace to be completed in 4 years. General education courses listed in year 1 must be completed before the student will be able to begin year 2.

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<td>NUR237</td>
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**Spring Semester - Year 4**

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**Total Minimum Credits for the AAS Degree**.................................69
Nursing Track 4: LPN to RN Bridge Traditional Day Curriculum Plan

The Virginia Appalachian Tricollage Nursing Program’s “Bridge Program,” is designed to grant accelerated placement to LPNs who have been admitted to the Virginia Appalachian Tricollage Nursing Program (VATNP) Associate Degree program and meet pre-requisite requirements.

LPN-RN Bridge applicants are required to complete at least 17 hours of the curriculum's 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.

Students who meet the eligibility requirements will take “bridge courses” in the summer term and then be eligible to take the sophomore level courses and graduate within one (1) academic year with an AAS Degree in Nursing. Upon completion of the summer bridge courses, credit will be awarded for NUR 105, 108, 109, 114 (15 credits). These credits will appear on the student’s official transcript.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Pre-Clinical Studies Course Title</th>
<th>Lec. Hrs</th>
<th>Lab. Hrs</th>
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<td>ITE 115 or 100</td>
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**Summer Semester - Year 1**

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**Spring Semester**

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<th>Lab. Hrs</th>
<th>Crs.</th>
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<td>NUR 208</td>
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<td>NUR 237</td>
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<td>NUR 254</td>
<td>Dimensions of Professional Nursing</td>
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Total Minimum Credits for the AAS Degree .........................60*
Nursing Track 5: Part-Time Evening/Weekend LPN to RN Curriculum Plan

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 will be able to begin Year 2. Upon completion of the LPN to RN bridge courses, credit will be awarded for NUR 105, 108, 109, 114 (15 credits). These credits will appear on the student’s official transcript.

<table>
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<th>Crs.</th>
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<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
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<td>Life Span Human Development II</td>
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<td>NUR 201</td>
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<td>Maternal/Newborn Nursing</td>
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<td>NUR 254</td>
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<td><strong>Spring Semester - Year 3</strong></td>
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<td>NUR 208</td>
<td>Acute Medical/Surgical Nursing</td>
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<td><strong>TOTAL</strong></td>
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</table>

Total Minimum Credits for the AAS Degree .......................60*
Footnotes* 1. Humanities electives include: ART 201,202; foreign languages; literature; MUS 121,122; PHI 101; REL 200, 210, 230; CST 130, 151, 152.
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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs</th>
<th>Title</th>
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<th>Course Description</th>
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</thead>
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<tr>
<td>NUR 105*</td>
<td>2</td>
<td>Nursing Skills</td>
<td>Acceptance to the Nursing Program, MTH 126, ITE 100 or 115</td>
<td>Develops nursing skills for the basic needs of individuals and introduces related theory. Includes assessment, personal care, activity/rest, sterile technique, wound care, ostomy care, catheterization, oxygen administration, infection control, suctioning and medication administration. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 0 hours. Laboratory 6 hours. Total 6 hours per week. 2 credits</td>
</tr>
<tr>
<td>NUR 108*</td>
<td>5</td>
<td>Nursing Principles and Concepts I</td>
<td>Acceptance to the Nursing Program, MTH 126, ITE 100 or 115, BIO 141</td>
<td>Introduces principles of nursing, health and wellness concepts, and the nursing process. Identifies nursing strategies to meet the multidimensional needs of individuals. Includes math computational skills, basic computer instruction related to the delivery of nursing care, introduction to the profession of nursing, nursing process, documentation; basic needs related to integumentary system, teaching/learning, stress, psychosocial, safety, nourishment, elimination, oxygenation, circulation, rest, comfort, sensory, fluid and electrolyte and mobility needs in adult clients. Also, care of the pre/post operative client. Provides supervised learning experience in college nursing labs and/or cooperating agencies. Lecture 4 hours. Laboratory 3 hours. Total 7 hours per week. 5 credits</td>
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<tr>
<td>NUR 226**</td>
<td>2</td>
<td>Nursing Health Assessment</td>
<td>Acceptance to the Nursing Program, MTH 126, ITE 100 or 115</td>
<td>Introduces the systematic approach to obtaining a health history and performing a physical assessment. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week. 2 credits</td>
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<tr>
<td>Course</td>
<td>Credits</td>
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<td>NUR 136</td>
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<td>Acceptance to the Nursing Program, MTH 126, ITE 100 or 115. Focuses on principles of medication administration which include dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, drug action on specific body systems, and basic computer applications. Lecture 1 hour per week. 1 credit.</td>
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<tr>
<td>NUR 109*</td>
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<td>Nursing Principles and Concepts II. NUR 105, 108, 226, 136; MTH 126; ITE 100 or 115, BIO 141. Focuses on nursing care of individuals and/or families experiencing alterations in health. Includes math computational skills, basic computer instruction related to the delivery of nursing care; immunological, gastrointestinal, musculoskeletal, oncological and diabetic disorders and pre/post operative care in adult and pediatric clients. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 3 hours. Laboratory 6 hours. Total 12 hours per week. 5 credits.</td>
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<td>NUR 114*</td>
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<td>Geriatric Nursing. NUR 105, 108, 226, 136; MTH 126; ITE 100 or 115, BIO 141. Presents theoretical and clinical nursing aspects of the aging population. Includes the aging process, psychological aspects, common age-related disorders, pharmacologic aspects, care facilities, and relationships between elders and caregivers. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits.</td>
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<td>NUR 137</td>
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<td>Principles of Pharmacology II. NUR 105, 108, 226, 136; MTH 126; ITE 100 or 115, BIO 141. Continues discussion on principles of medication administration which include dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, drug action on specific body systems, and basic computer applications. Lecture 1 hour per week. 1 credit.</td>
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<td>NUR 201*</td>
<td>3</td>
<td>Psychiatric Nursing. NUR 105, 108, 114, 136, 137, 226; MTH 126; ITE 100 or 115, BIO 141, 142, PSY 231. Focuses on the care of individuals/families requiring clinical treatment. 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, alterations in behavior, eating disorders, mood disorders, anxiety, chemical dependency and dementias. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits.</td>
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<tr>
<td>NUR 205*</td>
<td>6</td>
<td>Introduction to Second Level Nursing. NUR 105, 108, 109, 114, 136, 137, 226; MTH 126; ITE 100 or 115, BIO 141, 142, PSY 231. Focuses on principles and concepts of nursing care for individuals, families, and/or groups in the community and hospital setting. Focuses on health team membership and various nursing care delivery systems. Includes math computational skills, basic computer instruction related to the delivery of nursing care; endocrine, renal, cardiovascular and immunological disorders in school and home health settings. Provides supervised learning experiences in cooperating agencies. Lecture 3 hours. Laboratory 9 hours. Total 12 hours per week. 6 credits.</td>
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<td>NUR 236</td>
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<td>Principles of Pharmacology III</td>
<td>NUR 105, 108, 109, 114, 136, 137, 226; MTH 126; ITE 100 or 115; BIO 141, 142</td>
<td>Teaches principles of medication and administration which include dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, and drug action on specific body systems. Part I of II. Lecture 1 hour per week. 1 credit</td>
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<tr>
<td>NUR 245*</td>
<td>3</td>
<td>Maternal/Newborn Nursing</td>
<td>NUR 105, 108, 109, 136, 137, 114, 201, 205, 226, 236; MTH 126, ITE 100 or 115; BIO 141, 142; PSY 231, PSY 232</td>
<td>Develops nursing skills in caring for families in the antepartum, intrapartum, and post-partum periods. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits</td>
</tr>
<tr>
<td>NUR 208*</td>
<td>6</td>
<td>Acute Medical/Surgical Nursing</td>
<td>NUR 105, 108, 109, 136, 137, 114, 201, 205, 226, 236; MTH 126, ITE 100 or 115; BIO 141, 142; PSY 231, PSY 232</td>
<td>Focuses on the use of nursing process to provide care to individuals/families with acute medical or surgical problems or to prevent such problems. Includes math computational skills and basic computer instruction related to the delivery of nursing care. Provides supervised learning experiences in cooperating agencies. Lecture 3 hours. Laboratory 9 hours. Total 12 hours per week. 6 credits</td>
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<tr>
<td>NUR 237*</td>
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<td>Principles of Pharmacology IV</td>
<td>NUR 105, 108, 109, 136, 137, 114, 201, 205, 226, 236; MTH 126, ITE 100 or 115; BIO 141, 142</td>
<td>Teaches principles of medication and administration which include dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, and drug action on specific body systems. Part II of II. Lecture 1 hour per week. 1 credit</td>
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<tr>
<td>NUR 254</td>
<td>2</td>
<td>Dimensions of Professional Nursing</td>
<td>NUR 105, 108, 109, 136, 137, 114, 201, 205, 226, 236; MTH 126, ITE 100 or 115; BIO 141, 142; PSY 231, 232</td>
<td>Explores the role of the professional nurse. Emphasizes nursing organizations, legal and ethical implications, and addresses trends in management and organizational skills. Explores group dynamics, relationships, conflicts, and leadership styles. Lecture 2 hours per week. 2 credits</td>
</tr>
</tbody>
</table>
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 National League for Nursing (NLN,) and the legal framework of the Virginia State Board of Nursing.

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

- The faculty believes a person, comprised of an integrated whole of body, mind, and spirit, is part of a family, culture, and community and 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. The environment 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, “a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity” (World Health Organization, 1984).
- 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).
- The faculty believes that nursing care is directed toward reducing stress factors and adverse conditions and affecting optimal patient functioning.
- The faculty believes that teaching and learning in nursing education is accomplished through a multisensory approach to meet the individual’s learning style empowering
students to develop critical thinking skills utilizing scientific knowledge to increase depth of understanding and promote evidence based practice.

- The faculty believes that the nurse educator is a role model and a facilitator of learning who creates an environment that address the individual learning needs of a diverse students.
- The faculty believes the associate degree program goal is to prepare an entry level nurse capable of providing a safe, effective care that promotes physiological integrity and health to meet client needs in a variety of settings utilizing the nursing process.

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 eight core components and competencies. (Council of Associate Degree Nursing Competencies Task Force, National League for Nursing, 2000).

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.
7. **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.

8. **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, RN, MSN, Associate Professor.

The conceptual model of the curriculum framework (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.
## PROGRAM OUTCOMES

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

<table>
<thead>
<tr>
<th>Core Component</th>
<th>Definition</th>
<th>Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Behavior</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>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.</td>
<td>Uses the nursing process to collect information and contribute to an ongoing, comprehensive data base relevant to a holistic individualized plan of care.</td>
</tr>
<tr>
<td><strong>Clinical decision making</strong></td>
<td>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 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.</td>
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</tbody>
</table>
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 are related to cultural values, beliefs, and lifestyle are respected. | 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. |
| 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. | 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 instructions to assistive personnel. |
| 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, | 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. |
| 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. | Assumes the role of manager of care for diverse groups of clients through effective use of delegation, evolving technology and resources. |

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
- Reviewed & Approved: 08-17-01
- Revised and Approved: 05-08-02
- Revised and Approved: 08-19-03
- Revised and Approved: 05-11-05
- Revised and Approved: 08-18-06
- Revised and Approved: 05-14-08
- Revised and Approved: 08-10-10
*Members of Coordinating Council
President – Virginia Highlands Community College (VHCC)
President – Southwest Virginia Community College (SWCC)
President – Mountain Empire Community College (MECC)
Vice President of Instruction and Student Services – VHCC College
Vice President of Instruction – SWCC
Vice President of Academic and Student Services – MECC
Dean of the Nursing Program

Legend:
- Direct Authority
- Advisory
- Cooperative
- Coordinating
- Contractual Agreements
I have received a copy of the Virginia Appalachian Tricolve Nursing Program Student Handbook for 2010-2012. I have read and agree to abide by the rules and regulations set forth in this Handbook.

________________________________________
Printed Name

________________________________________
Signature

________________________________________
Date